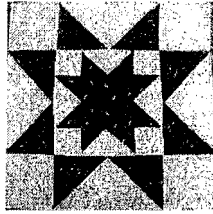


Sewing Their Way To Freedom: Teaching Students About the
Legend of Show-Way Quilts and the Underground Railroad



An Honors Thesis (HONORS 499)

By

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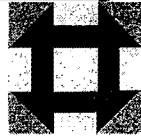
Ball State University

Muncie, Indiana

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Acknowledgements



-First of all, I would like to thank the 4th grade students in Mr. Cooper's class at Storer Elementary School in Muncie, Indiana. They inspired me to change my thesis to a project that utilized the skills I gained in my elementary education and Honors college courses, and the students' artistic skills.

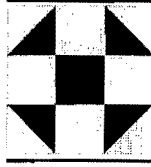
- I want to thank Dr. Joanne Edmonds for consulting with me on my thesis project and guiding me expertly through the brainstorming process.

-I want to thank Dr. Maude Jennings for advising me through this project. She was extremely helpful in the conception of my thesis topic, the editing of the writing components, and accommodating to my busy schedule.

-I want to thank Mrs. Bonnie Turner, my student teaching supervisor, for helping me through the lesson planning process and encouraging me to take an idea and create a meaningful product that demonstrated my students' creativity and talent.

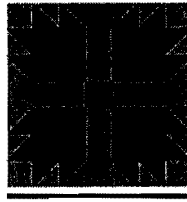
-I would like to thank my mother for helping me put together the Show-Way quilt and providing insight into quilting traditions.

Abstract



Even though the Underground Railroad functioned more than a hundred years ago, people are still discussing certain aspects of that secret network of people who helped slaves escape from slavery. There is a particularly heated discussion still taking place online about the use of quilts in the Underground Railroad. This debate began when Jacqueline Tobin and Raymond Dobard's book, Hidden in Plain View: The Secret Story of Quilts and the Underground Railroad, was published in 1999. This book asserted that slaves also used a ten-pattern quilt code to escape on the Underground Railroad. As I was doing research for my inter-disciplinary unit on the Underground Railroad (a requirement of my student teaching placement), I discovered Jacqueline Tobin and Raymond Dobard's book, other picture books, and websites discussing the quilt code used on the Underground Railroad. The topic interested me and so I decided to expand upon the topic and create a thesis project that would use my students' and my own skills. I will present the felt fabric Show-Way quilt that I made with my Student Teaching class, three lesson plans that teachers can use to teach their class about Show-Way quilts and make their own classroom Show-Way quilt, and a brief research paper discussing the controversy surrounding the historical accuracy of Ozella's quilt code. Each of my students' quilt planning sheets and a picture of each of them with their felt quilt square is also included in the project.

Rationale



When I started the thesis process, I had an entirely different project proposal. Yet, as the year progressed, my enthusiasm for that project waned and I was not completing any work. When my student teaching placement at Storer Elementary School began in January, my thesis project was at a standstill. I did not plan on doing a thesis project that related to my student teaching, but in the course of the semester, I stumbled upon a project that really piqued my interest. One requirement of my student teaching was to create and teach an inter-disciplinary thematic unit and I chose the topic of the Underground Railroad. As I researched all aspects of the Underground Railroad, I discovered that the slaves used many different codes and systems to escape the plantations and flee to the North. One code that slaves supposedly used to escape was a sequence of ten quilt patterns called Ozella's quilt code. This code was first brought to the public's attention in the book, Hidden in Plain View: A Secret Story of

Quilts and the Underground Railroad by Jacqueline Tobin and Raymond

Dobard and through subsequent picture books. I decided to teach an art lesson about this code as part of my unit. As I started planning the lesson, I began to think of a way that I could expand on the topic of Ozella's quilt code. With some help from Storer's art teacher, Mrs. Summer, I decided to have the students make a real Show-Way quilt out of felt fabric. I ran the idea by my thesis advisor and she suggested that I add lesson plans to help other teachers teach their students about Ozella's quilt code. We also discussed the controversy surrounding Ozella's quilt code and decided that I should also write a short research paper about that controversy. The lesson plans, the felt Show-Way quilt, and the research paper comprise the three parts of my thesis project.

With the plan in place, I began the quilt project with my students. I taught them about Ozella's quilt code and how it was used on the Underground Railroad. Then, I had each of them choose a pattern in the code, (with a maximum of three students to each pattern) plan their quilt square on a piece of paper, and then cut and

pin felt pieces onto a 6 x 6 inch felt square in the arrangement of their pattern. I cut out the felt squares beforehand and cut out felt triangles for the students to use when recreating their pattern. I wasn't sure how this process would turn out, but the students did a really good job. Soon after the last student finished pinning their quilt square together, my student teaching placement ended and I had to leave Storer Elementary School. Yet before I left my students, I promised them that I would finish the quilt before their last day of school and bring it back to show them the finished product.

Then, the real work of the project began. I took each student-created quilt square and placed them in the sequence described in the code on the ground. This process made me realize that I wanted to repeat the quilt code three times, but I was missing five squares. So, I bought more felt in colors that had already been used in the quilt and created the appropriate quilt squares myself using the same process as the students. Then, I chose a background color (orange) and purchased a large bolt of orange felt. I took five quilt squares in different colors to the store with me to aid the process. Orange was a good choice

because the quilt squares popped against the color and only two of the quilt squares had orange as background color. After I purchased the bolt of orange felt, I folded it in half to make the quilt more durable and thicker. Now, the background for the Show-Way quilt was ready, so I began to lay the quilt squares on the orange background in the order of the code. I decided that the quilt should resemble the quilts that I had seen depicted in photographs and artwork by being shorter across the top and longer along the sides. The quilt squares fit with an appropriate distance between them when I put five quilt squares across the top and six quilt squares down the side. When each square was approximately equidistant from the other squares surrounding it, I pinned the squares in place with straight pins. Then, I went quilt square to quilt square and removed the pins and glued all the pieces comprising the pattern to the background square and glued the whole background square onto the orange felt. I chose to glue the quilt squares on the background because it looked neater and the glue did not compromise the felt. The glue also helped secure the quilt squares so I could "tie" them later on in the process.

Next, I paid homage to the quilting tradition by tying each quilt square with green thread. I chose green thread because green was used in multiple quilt squares and it contrasted well with the orange background. On each quilt square, I sewed a tie on each corner and one in the middle of the quilt square. Then, I took the same green thread and sewed a blanket stitch all around the outside of the orange felt background. This connected the two layers of felt and gave the quilt a nice decorative border.

When I put the quilts squares in rows and columns on the orange felt, it left a space of about twelve inches of the blank background at the bottom of the quilt. I decided to utilize this space by giving the quilt a title and having my students sign the completed quilt with puff paint. The title that fit the quilt project the best was "Our Show-Way Quilt." This title recognized the collaborative effort that created the quilt by using the word "Our." I chose the term "Show-Way Quilt" because it described the patterns used in the quilt and implied the greater purpose of Show-Way quilts in relation to the Underground Railroad. Though I could have used puff point to write the letters, I

decided to use felt because it would be neater and would coincide nicely with the felt quilt squares. I chose white felt for the letters because it was a basic color, it was used in the quilt squares, and it contrasted well with the orange background. Then, I cut out the letters, and arranged them in a gradually sloping arch under the last row of quilt squares and pinned them in place with straight pins. To permanently attach the letters to the quilt, I glued them into place and sewed ties with white thread in each letter. I chose white thread because the color did not detract from the letters and the ties were still visible. When I sewed the last tie on the "T," it was time to bring the quilt back to Storer Elementary and show my students the completed quilt.

After Mr. Cooper and I set up an appropriate time for me to come into the classroom, I bought fabric puff paint in a variety of colors. I only chose colors that had been used in the quilt already and that had a matte finish. A sparkly finish would not have matched the rest of the quilt's fabric and looked out of place. I took the quilt and the puff paints with me to Storer and spread them out in the hallway.

Then, I called the students out into the hallway two at time to look at the quilt and sign it. Many of them found their own quilt squares and tried to spot the ones that I made to fill in the gaps. Each student chose a puff paint color and signed their name on the quilt underneath the "Our Show-Way Quilt" letters. I repeated this process until each student had signed the quilt. At one student's prompting, I signed the art teacher and their teachers' names in puff paint to recognize their role in the process. I also asked the students if anyone was absent that day and there were a few students missing from class for various reasons. I added those students' names to the quilt because I would not have another chance to return to Storer before the students were dismissed for summer break.

Finally, I signed the quilt in puff paint and the quilt was complete. The students were so proud of the quilt that they wanted to show it to the art teacher. With the help of three students, I carefully maneuvered the quilt over to the art room and showed the art teacher, Mrs. Summer. She was very impressed and excited to see the finished product. On our way back to the classroom, we ran into

the principal and showed her as well. Finally, I said my last good-byes to my students and took the quilt home. Our Show-Way quilt was finally complete. I was very pleased that my students got to see the finished product and leave their own personal mark on the quilt. Now it was time to write the lesson plans.

When I decided to include a lesson plan component in my thesis project, I knew that the purpose of the lesson plans would be to help other teachers teach their students about Show-Way quilts and to make a quilt like ours with their class. This required a lot of brainstorming of what information I needed to teach, how to teach it, and how to modify my quilt lesson plan so that any teacher could follow it. Finally, I decided that three lesson plans would effectively cover the information.

The first lesson would cover the basics of the Underground Railroad, the function of Show-Way quilts within the Underground Railroad, and a basic overview of the patterns and Ozella's quilt code. Students would complete the first two parts of a K. W. L. chart to activate their prior knowledge about the Underground Railroad and

Show-Way quilts. Then they would listen to the book The Patchwork Path and fill out a quilt pattern book where they draw each pattern in the code and write its name and function within the code. The Patchwork Path effectively instructs the students about the quilt code in the context of a fictional story. The books show the students how the quilts were used on the Underground Railroad and the quilt pattern book gives them something to reference and keep at their desk. Finally, the students would play a game where the teacher pins a quilt pattern picture or a quilt pattern name on each student's back and they have to find their partner by asking yes or no questions. I chose this game because the students will be active, and it will give them a practical application of their knowledge of the quilt patterns. They will also become familiar with the quilt patterns and their names.

The second lesson plan would go over the knowledge that they learned in the first lesson with questions and a fun activity. The teacher would question the students about the history and function of Show-Way quilts. If they answer correctly, the teacher would know they understand the information and would start the game of Show-

Way quilt pictionary. First, the teacher would explain the rules and procedures of the game. Essentially, one student draws a quilt pattern on the chalkboard and their team has to try and guess the pattern's name in a certain amount of time to get points for their team. The team with the most points after all the quilt patterns have been drawn wins the game. This game will motivate students to learn the name of each pattern and provide a fun context for learning. Then, the students apply all their knowledge of Show-Way quilts to fill out the L-portion of their K. W. L. chart and see if they answered all their questions on the W-part of the K. W. L. chart.

Finally, the third lesson plan would show teachers how to create their own classroom Show-Way quilt out of felt fabric. It basically details the same process I described in this rationale without the specific color and thread choices. The lesson plan also makes gluing the quilt squares together a student responsibility. Lastly, I made the ties, the title letters, the blanket stitch around the edge, and the students signing it with puff paint optional. These details would require a lot of extra teacher work and so I made them optional on the

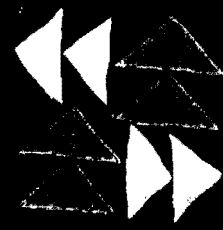
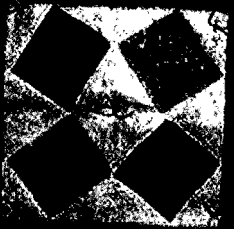
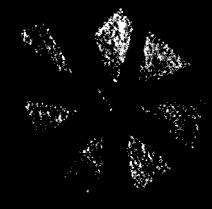
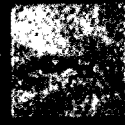
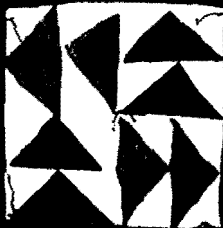
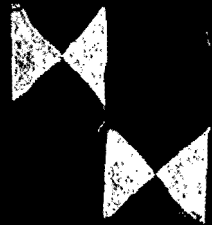
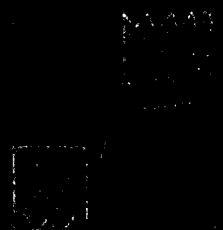
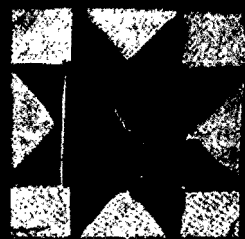
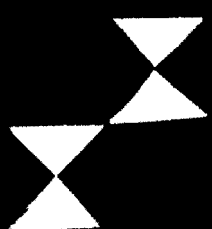
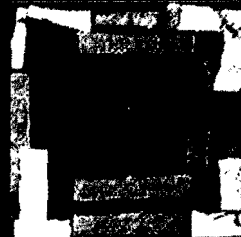
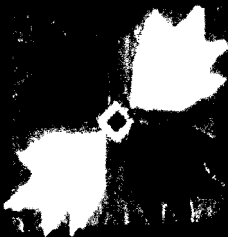
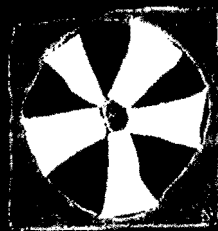
lesson plan. Also, except for the ties, these extra details would not have been included on traditional Show-Way quilts. Overall, if a teacher followed the third lesson plan, they would be able to create their own classroom Show-Way quilt and could add the decorative details if they so desired.

The last part of my project to complete was the research paper that outlined the basics of the controversy surrounding the historical accuracy of Ozella's quilt code. I researched this topic with a variety of sources including non-fiction and fiction texts, Internet articles, and even whole websites. My research yielded very interesting results on either side of the controversy. I used all my research to clarify the arguments on both sides of the controversy and I discovered that the basic conflict is that many historians don't believe that Show-Way quilts existed or were used on the Underground Railroad. They doubt the validity of Ozella McDaniel's oral history account and have a fair amount of evidence to contest her quilt code story. In my paper, I present how the quilt code story came to be known by the public and what Ozella McDaniel Williams said

about the quilts and the Underground Railroad. Then, I will present the evidence against Ozella's quilt code. Finally, I will state my conclusion on the controversy and if I intend on teaching my future classrooms about Show-Way quilts. This is how I set up the paper and after reading it, the teacher should feel well educated on the controversy surrounding Ozella's quilt code and be able to make their own decision about whether to teach their classroom about Show-Way quilts or not. That is my plan for the paper. After the paper, I will include a bibliography of all the resources used for the paper and for the thesis project altogether.

Those are all the components of my thesis project and the methods that I used to complete them. My hope is that my thesis will help future teachers learn about Show-Way quilts and Ozella's quilt code, show them fun activities they can use to teach their students about the quilts, and give them instructions to make a collaborative class project that combines the knowledge of Show-Way quilts and artistic skill. Teachers can also read my research paper and use the arguments presented to decide if Show-Way quilts are a topic that

they should cover with their class. If my thesis can accomplish these goals, it has served its purpose and I will take pride in the completed project.



Our Show-Way Quilt

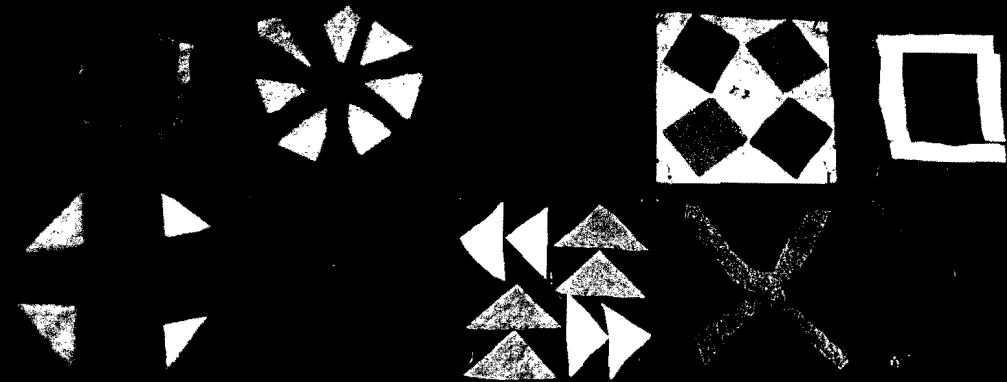


The white felt
letters and the
white thread ties!

The
blanket
stitch
in
green
thread!



One bow-tie quilt square with the green thread ties!



The white felt letters, and the children's signatures in puff paint!

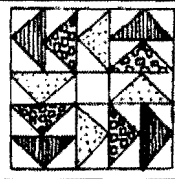
Our Show-Way Quilt

Miss Lauren
MAMSEA
Alex
Jordan
Kenner
Lorena
Dorian



My signature
on the quilt in
puff paint!

Lesson Plan One



Materials: The Patchwork Path, quilt square flash cards, index cards, safety pins, quilt pattern book (template included), pens or pencils, markers (optional)

Objectives: Students will understand the history behind the Show-Way quilts, know how they were used on the Underground Railroad, and can identify the patterns of Ozella's quilt code and their hidden meanings. Students will also create their own quilt pattern book.

Indiana State Standards:

Language Arts

4.2.2: Use appropriate strategies when reading for different purposes.

4.2.9: Recognize main ideas and supporting details presented in expository (informational texts)

4.4.4: Use the logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.

Social Studies

The Civil War Era 1850 to 1880's

4.1.7: Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

Teach:

-First, before teaching the students any information, the teacher will have the students fill out the first two parts of a K. W. L. chart. K- stands for what we know about the topic, W- stands for what we would want to know about the topic, and L- stands for what we learned about the topic. (template included)

-The topic is quilts and the Underground Railroad and the chart should be displayed so the students can see it and the teacher can easily write on it.

- The teacher should ask the class: What do you know about quilts and the Underground Railroad or the Underground Railroad in general?
- The teacher should record their answers under the K- portion of the K. W. L. chart.
- Then, ask the students, what do we want to know quilts and the Underground Railroad?
- The teacher should record their answers under the L portion of the K. W. L. chart.
- Then, the teacher should communicate the following information to their students:
- The Underground Railroad was a secret network of people and places that helped slaves escape from the southern states to the northern states.
- Yet, the slaves did not know how to read maps, and had to be told about the Underground Railroad.
- The slaves used whatever means necessary to teach other slaves about the Underground Railroad and how to reach freedom in the north.
- They used songs and riddles that were passed from plantation to plantation to give instructions to the slaves.
- Another tool that the slaves used to escape the plantation involved a series of ten quilt patterns called Ozella's quilt code. These quilts were also called Show-Way quilts and each pattern signified a different step that the slaves should take on their path to the Underground Railroad and freedom.
- Then, the teacher should instruct the class that they are going to listen to a book that explains how these quilts were used in the Underground Railroad in a fictional story.

Practice:

- Before this activity, the teacher should have chosen ten students to hold up a pattern when it is mentioned in the book and given these students the quilt pattern cards. (template included)
- Then, the teacher should pass out the blank quilt pattern books (template included) to each student.
- Next, the teacher should explain that when a certain quilt pattern is mentioned in the book, one of their classmates will stand up and display the pattern, its name, and the action it implied.

- Then, each student should take out their quilt pattern book and draw the pattern in the blank box and record its name and the quilt's pattern's action next to their drawing.
- After modeling this procedure, the teacher should start reading The Patchwork Path and pausing when a pattern is mentioned to give that student a chance to stand up and display their pattern.
- By the end of the book, students should have filled their quilt pattern books with all ten patterns of Ozella's quilt code, identified them by name, and recorded each pattern's function.
- The teacher should also ask the students if they need any patterns repeated and have that student stand up if necessary. This procedure ensures that each student completes his or her book correctly.

Apply:

- Now each student will apply his or her knowledge in an interactive matching game.
- The teacher should have the students sit down at their desks and close their eyes.
- Then the teacher should go around and pin either a quilt pattern or a quilt pattern name on each student's back using a safety pin or tape.
- When all students have an index card on their back, the students can raise their heads.
- Next, the teacher should explain the goal of the game and the rules and procedures used to achieve that goal.
- The goal of the game is to find your match. Each student has a Show-Way quilt pattern picture or pattern name on his or her back. The student has to figure out whether they have a pattern or a name and all other information by asking yes or no questions.

Rules:

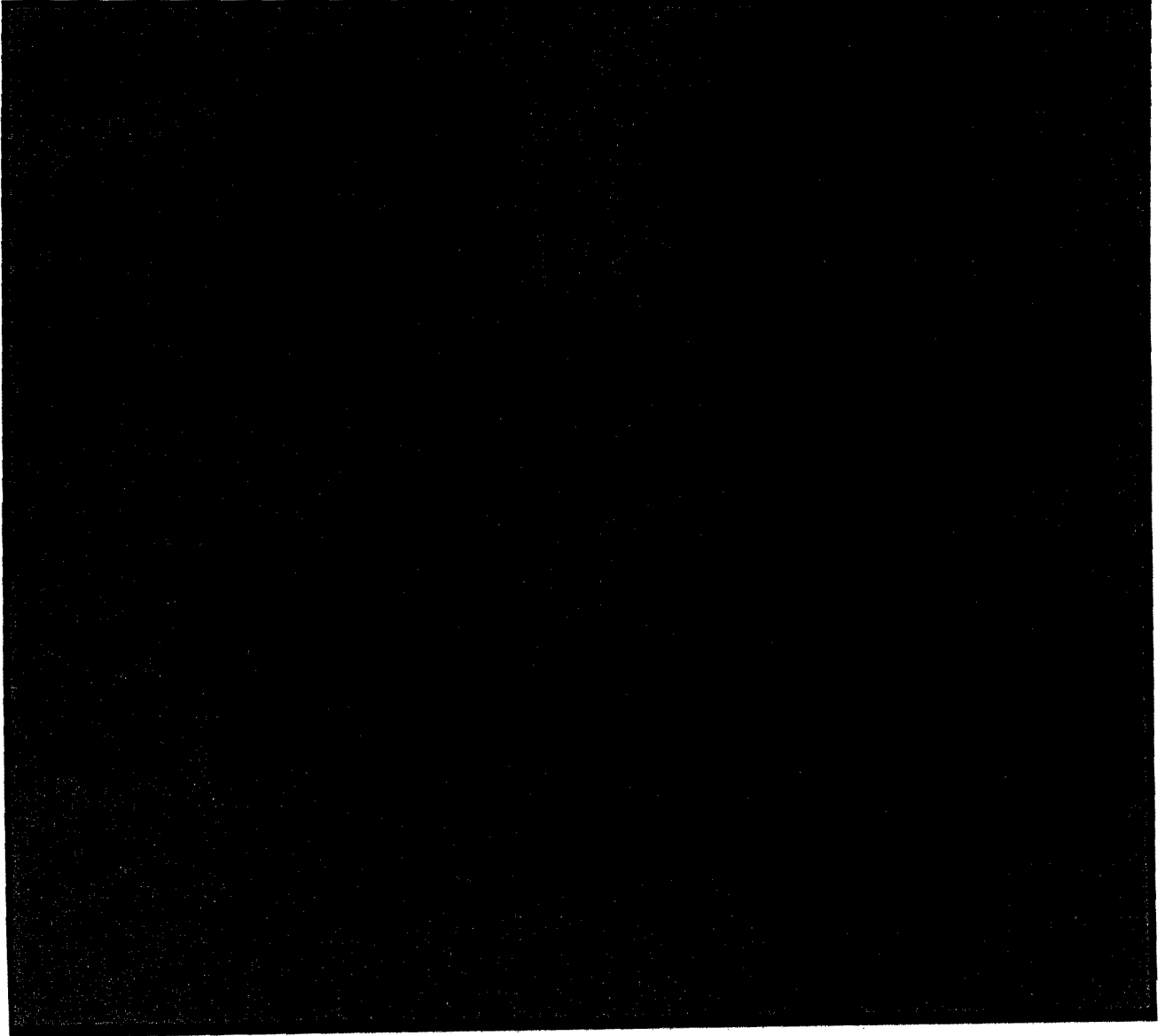
- A student can only ask one question to each student at a time.
- They must be yes or no questions.
- Students may use their quilt pattern books to help them.
- When a student thinks they've found their match, the two students should stand together at the designated area and be prepared to report to the class their quilt pattern's name, and function in Ozella's quilt code.
- After explaining the rules to the students, have them get up and start playing the game.

- When all of the students have found their matches, the teacher should ask them to put themselves in the order in which they appear in Ozella's quilt code.
- When they're finished, the teacher should inspect their order and ask them to rearrange if necessary.
- Finally, each pair should report their quilt pattern name and its function in Ozella's quilt code. The other students should follow along in their quilt pattern books to ensure each pair is matched correctly and is reporting the correct function.
- When the last pair finishes, the students should help each other remove the index cards from their backs and return them to the teacher.
- The students will further apply this knowledge in the following lesson.

Quilt Pattern Flashcards To Use In Lesson Plan One

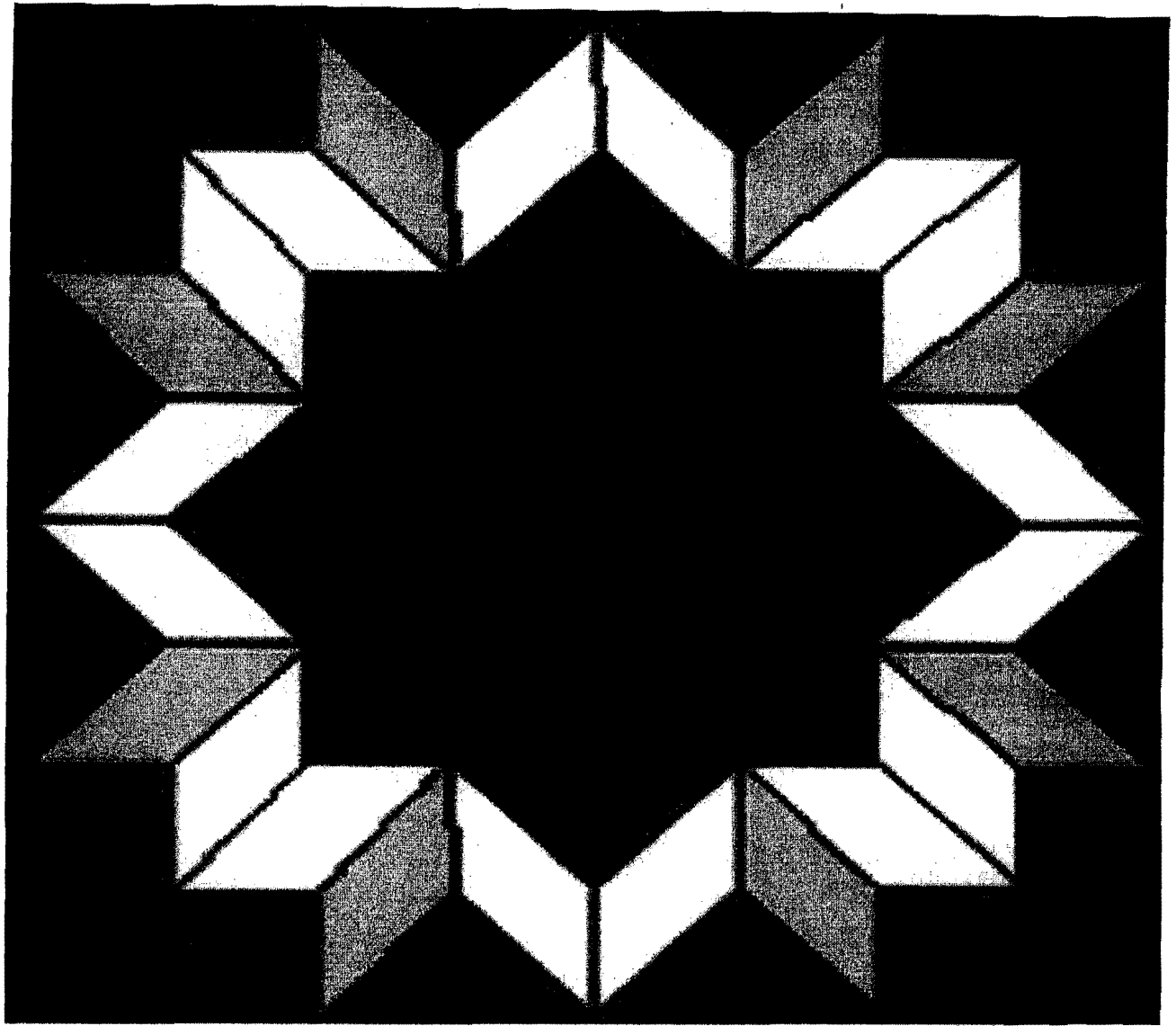
These are the cards that the teacher should distribute to the ten chosen students to present during the reading of The Patchwork Path.

These could also be made into overheads.



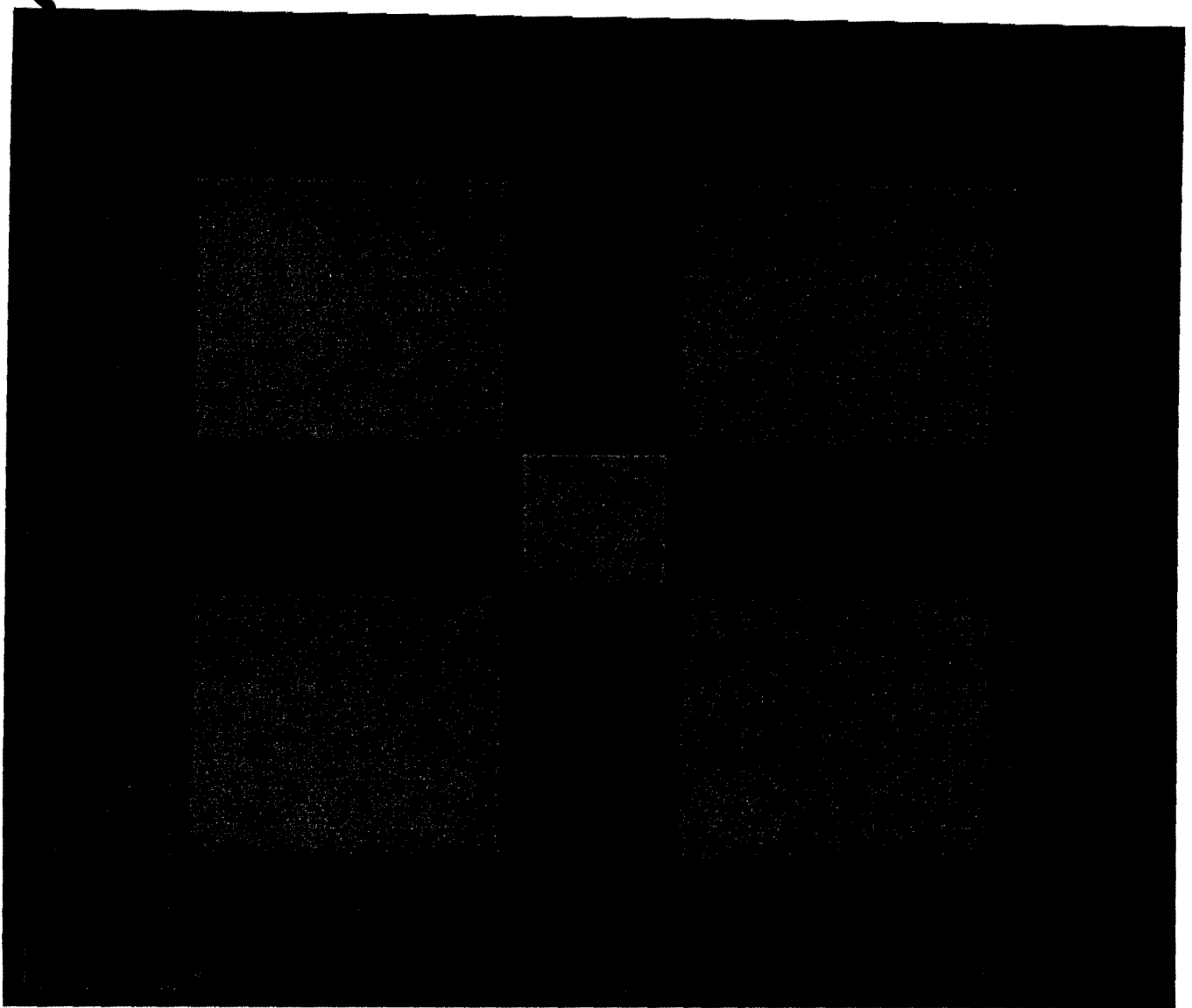
The Monkey Wrench Pattern

Function: Told slaves to
gather their tools.



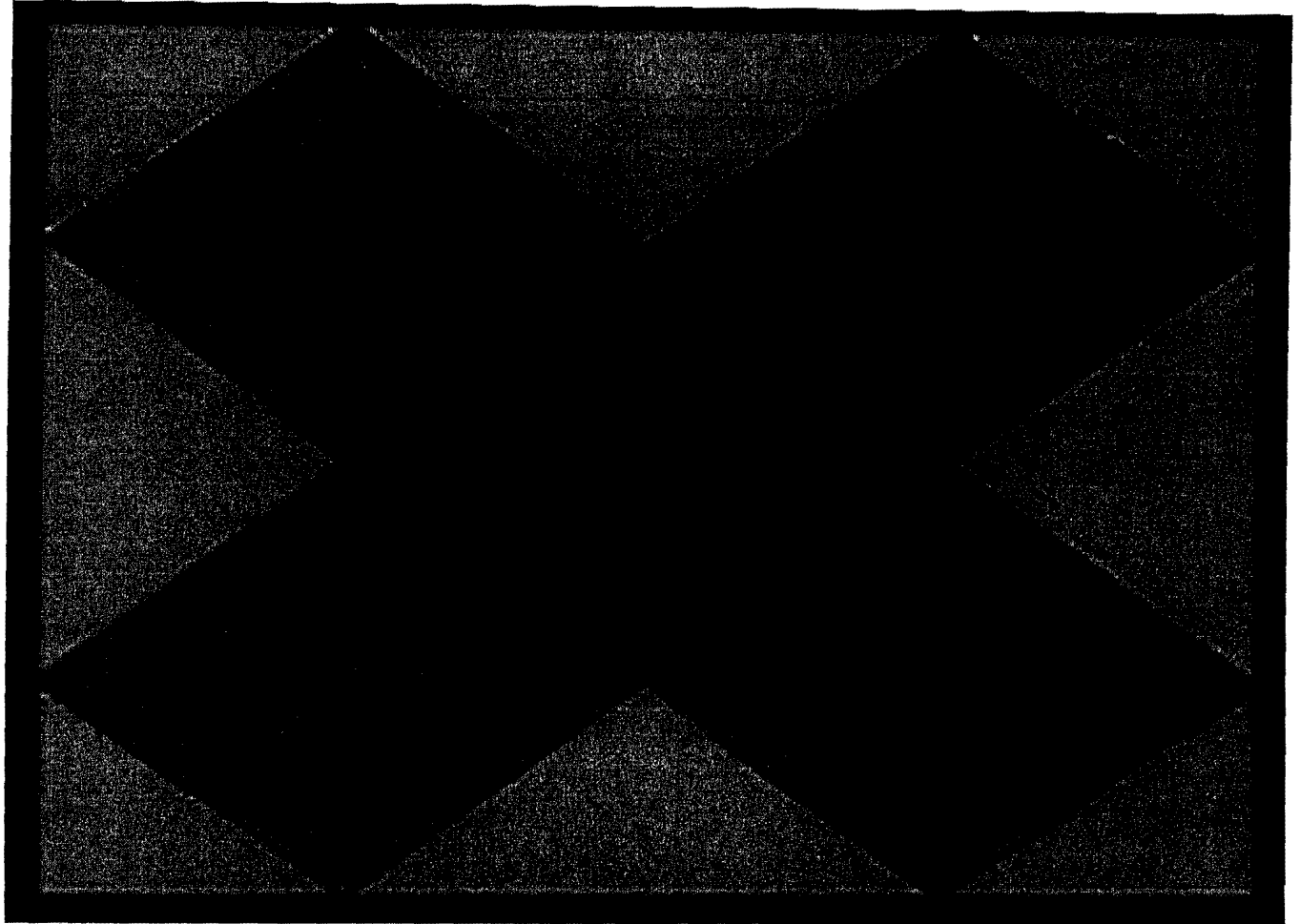
The Wagon Wheel Pattern

Function: Alerted slaves to pack up supplies they might need on their journey like they were packing up a wagon.



The Bear's Paw Pattern

Function: Told slaves to follow the bear's trails over the Appalachian mountain range on their journey.



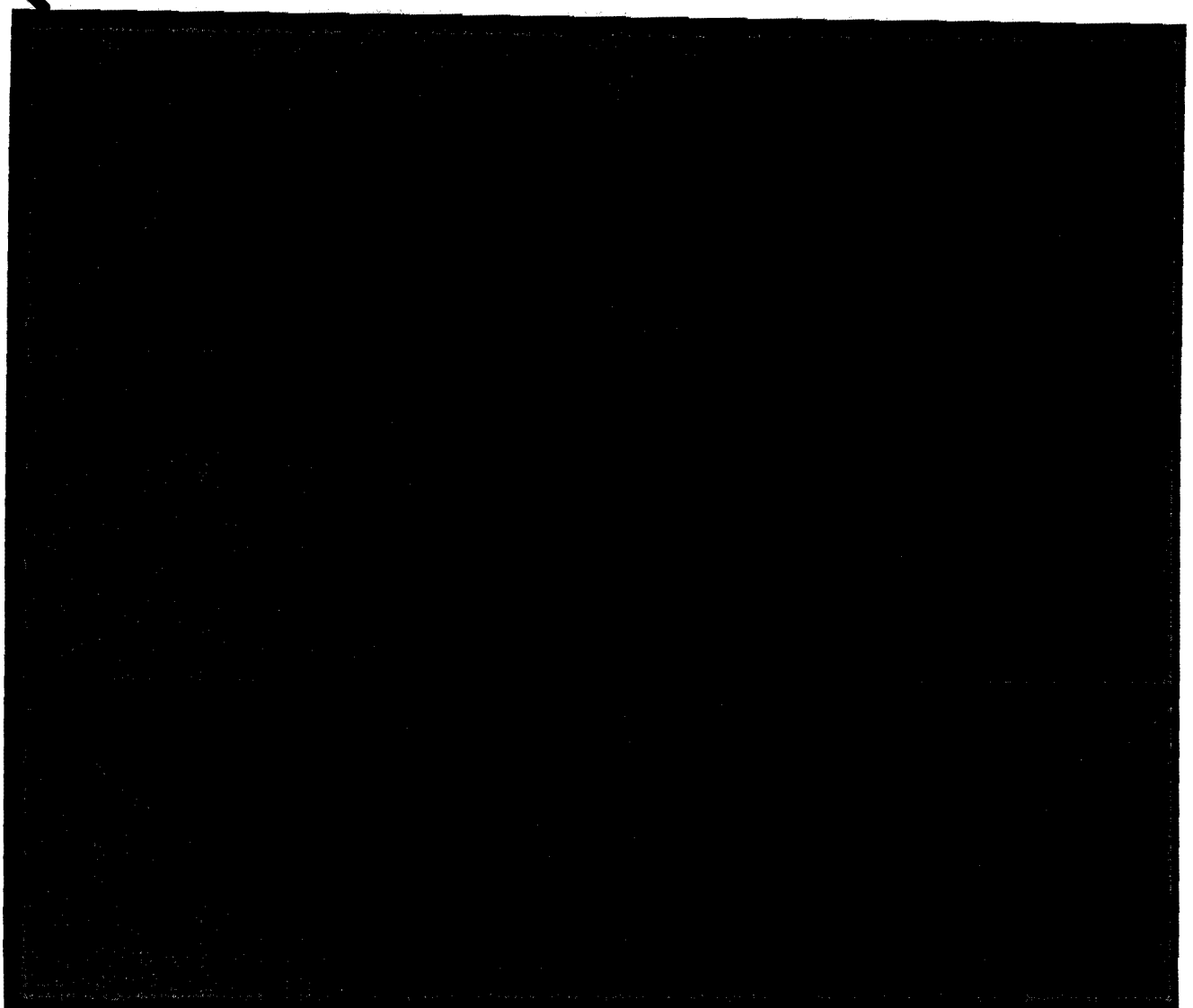
The Crossroads Pattern

Function: Slaves should make their way to Cleveland, Ohio, where they could choose between 4-5 trails to lead them to freedom.

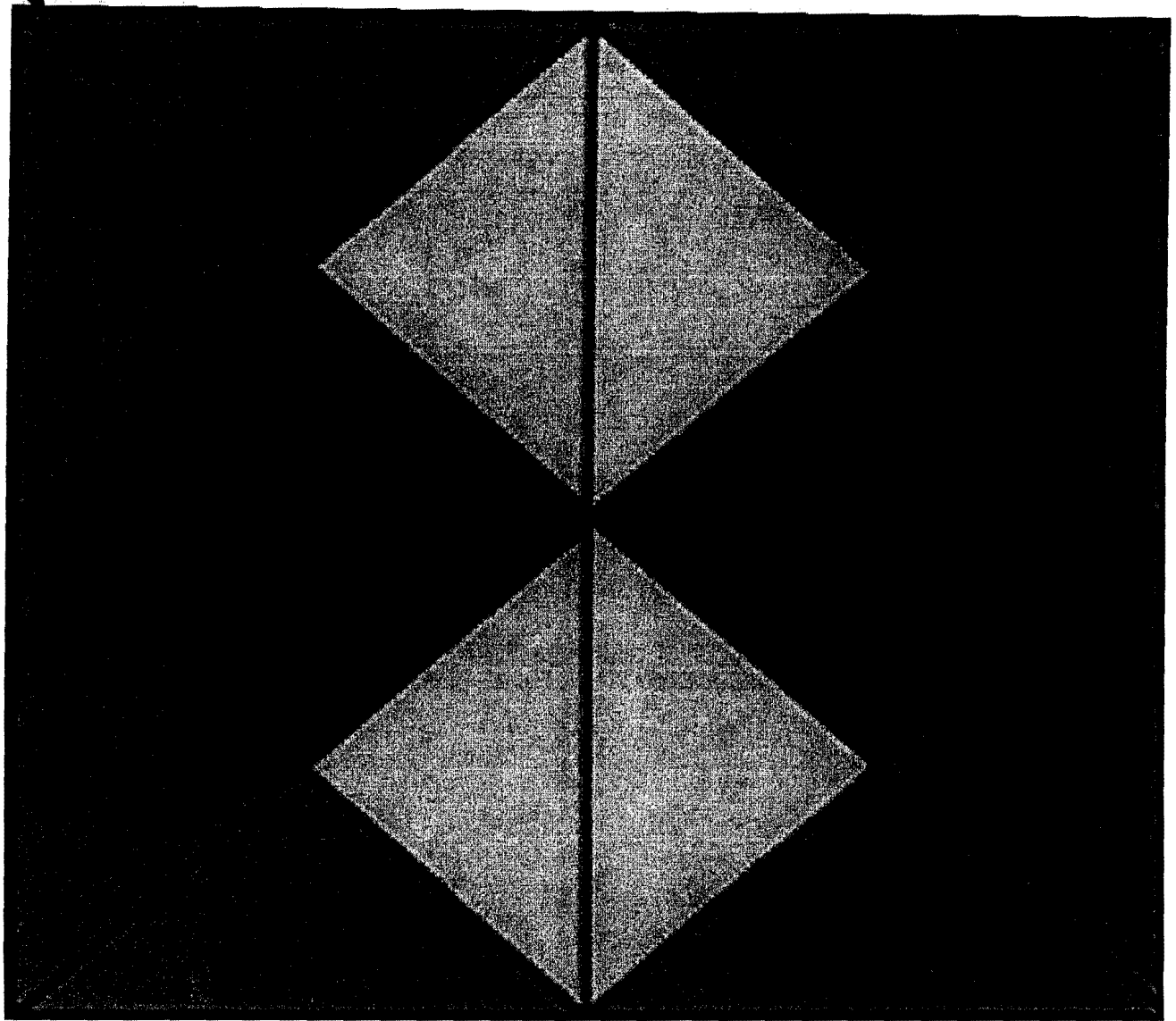


The Log Cabin Pattern

Function: Slaves should either draw this pattern in the dirt for a conductor on the Underground Railroad to see or look for a quilt displaying this pattern.

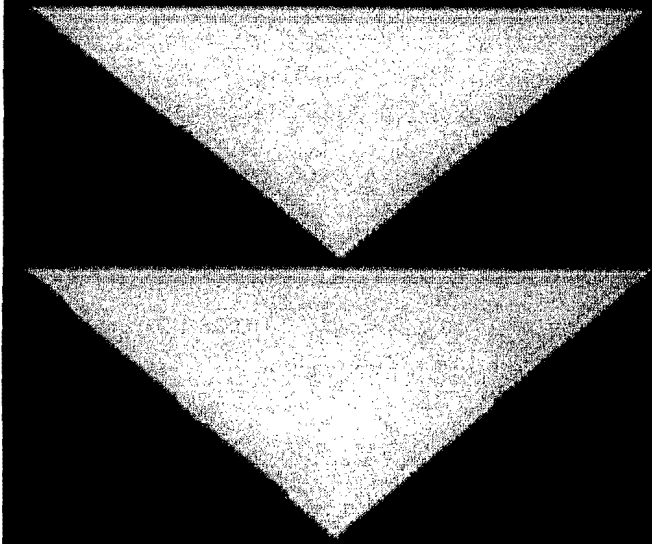


The Shoo-Fly Pattern
Function: Told slaves to
look for other free blacks
to help them get rid of
their dirty and recognizable
clothes.



The Bow Ties Pattern

Function: Told slaves to put on new clean clothes and perhaps hide in a church until it was time for the next part of their journey.



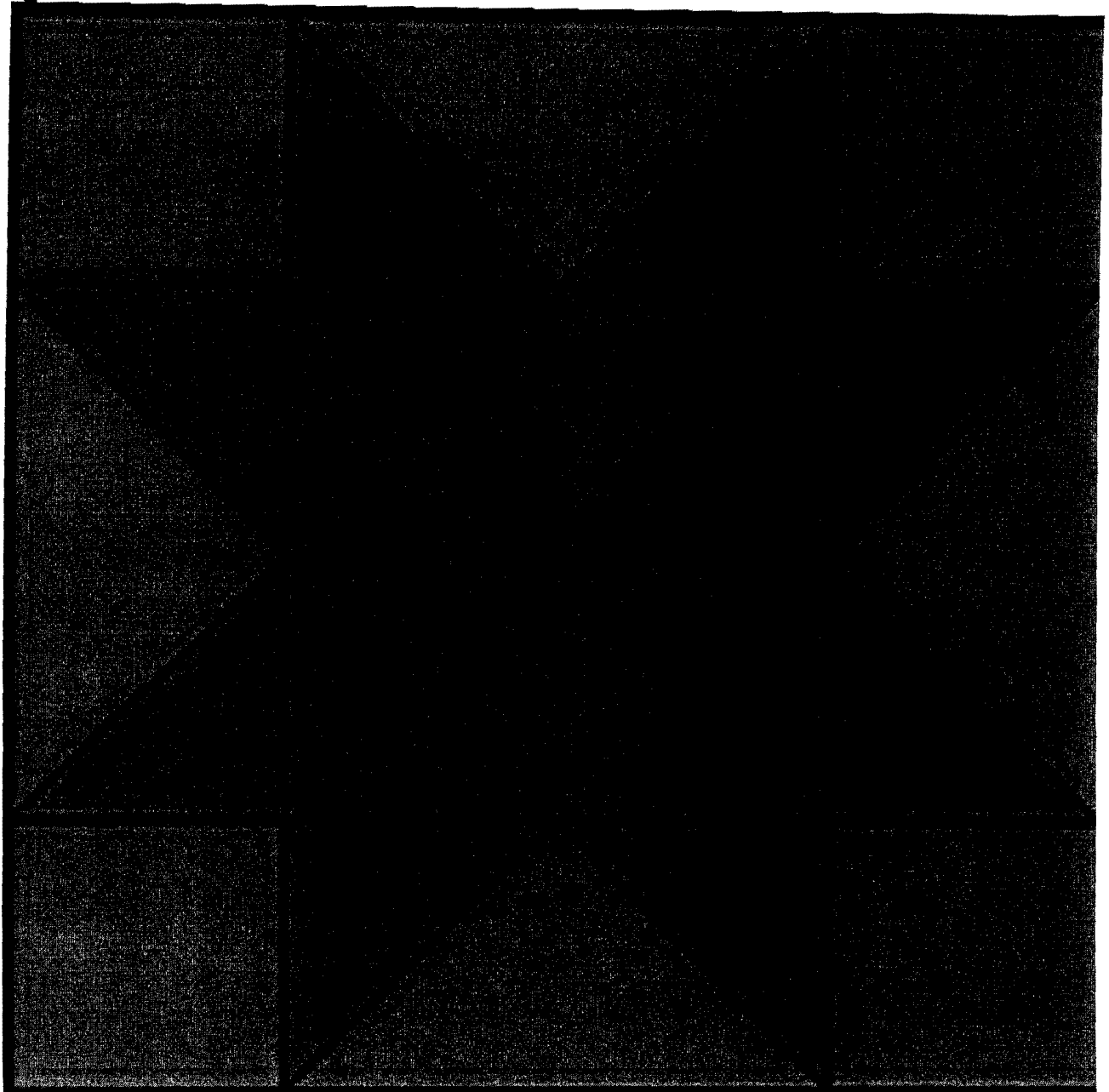
The Flying Geese Pattern

Function: Told slaves that geese fly north in the springtime and so the slaves should follow their flight paths to freedom.



The Drunkard's Path Pattern

Function: Told slaves to zigzag as they traveled to confuse the master's tracking dogs.

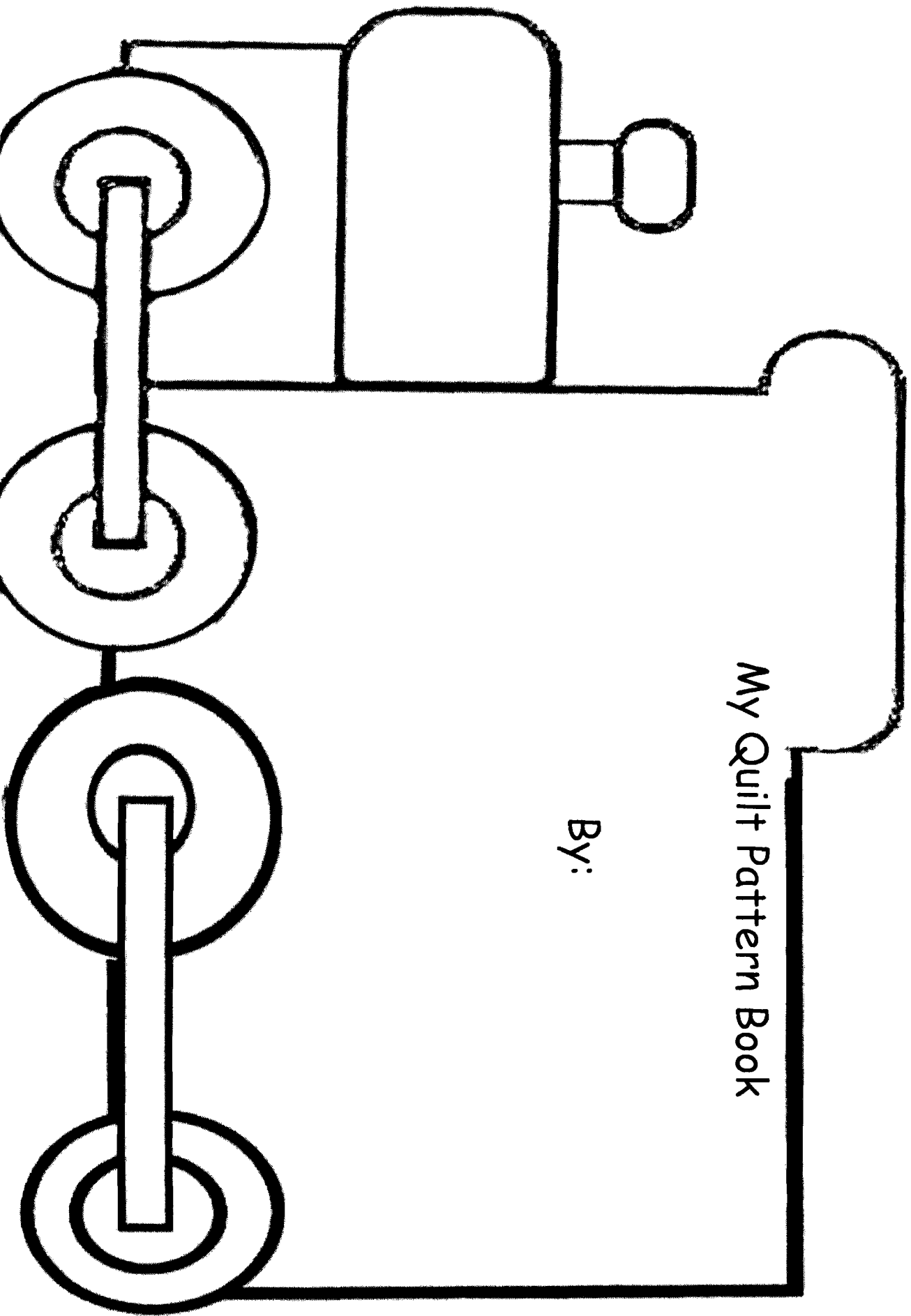


The North Star Pattern

Function: Told slaves to always follow the North Star because it would lead them North to freedom.

My Quilt Pattern Book

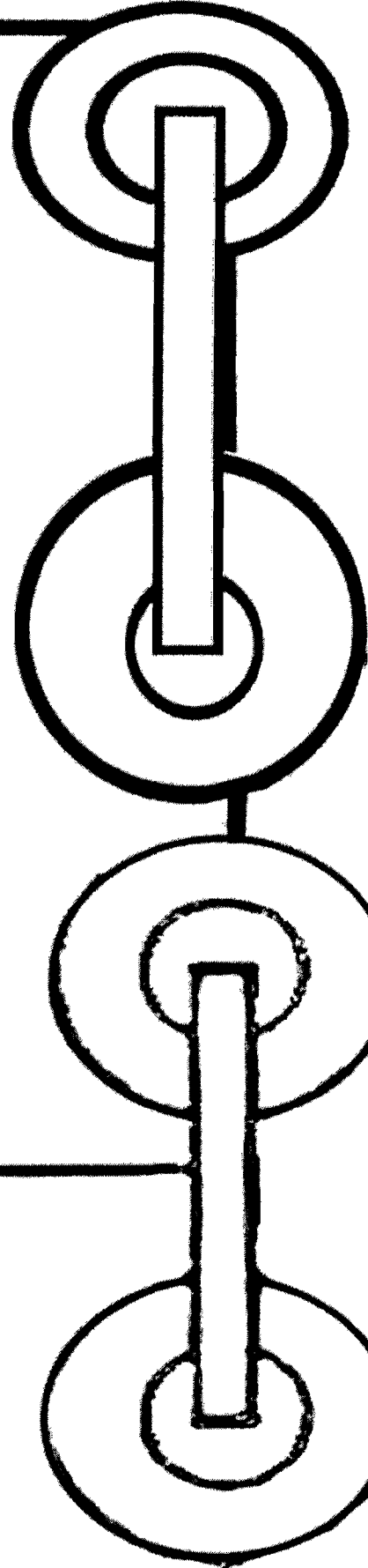
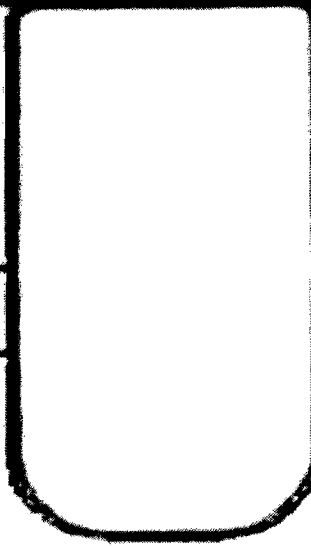
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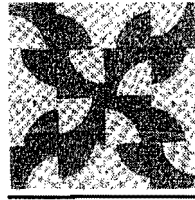
Quilt Pattern Name:

Quilt Pattern Function:

Picture of Quilt Pattern:



Lesson Plan Two



Materials: Overhead projector or chalkboard, dry-erase markers or chalk, quilt flashcards, basket for flashcards

Objective: Student will review the patterns in a Show-Way quilt and be able to identify them by name after looking at their pictorial representation.

Indiana State Standard:

Language Arts:

4.7.15: Connect and relate experiences and ideas to those of a speaker.

Social Studies:

4.1.7: Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War. Ex. Levi and Catherine Coffin, the Underground Railroad, religious groups, the abolition and anti-slavery groups, and the Liberia colonization movement.

Teach:

- First, the teacher should have the students get out their quilt pattern books.
- Then, the teacher should have the students review the quilt patterns by holding up a large representation of each quilt pattern (template included) and asking the students to identify it by name and recall its function within the code.
- Students should raise their hands to answer the query and they should use their quilt pattern books to help them answer each question.
- Once a student correctly identifies the quilt pattern that the teacher is holding, the teacher should pick up the next pattern and repeat the process.
- After all ten quilt squares have been identified; the teacher should divide the class into two equal teams.

Practice:

- All students should put away their quilt pattern books.
- The teacher should have each team move so team members can talk to each other, but it is difficult for the two teams to talk to each other.
- Then the teacher should tell the students that they are going to play Show-Way quilt pictionary.
- The teacher should have each team choose five people who would like to draw on the board.
- Before the activity, the teacher should have taken little pictures of the ten Show-Way quilt patterns; (template included) folded them in half, and put them in a bowl or a basket.
- Once each team has selected five people to draw, the teacher should choose the team that will draw on the board first.
- Then the teacher should explain the procedures and rules of Show-Way quilt pictionary.

Rules:

- One student from one team draws at a time.
 - That student will come up to the chalkboard or the overhead projector, choose a pattern from the basket, and start drawing the quilt pattern on the board.
 - Each team will have forty-five seconds to try and guess the quilt pattern that their teammate is drawing. I recommend letting the team guess out loud without raising their hands.
 - If the team can't guess the pattern in the time allotted, the other team will have a chance to identify the pattern and get the points.
 - The student drawing may only draw pictures, not words or numbers.
 - The other team should not speak when the other team is drawing; their words could influence the other team positively or negatively.
 - If one team keeps breaking this rule, the teacher can choose to deduct points from that team.
-
- During the process of the game, the teacher should be timing the drawing process, recognizing the right answer when a student shouts it out, and recording the points on the board.
 - It is important to record the points in a public location so the students understand where their team stands in the competition.
 - When the teacher finishes this explanation, they should start the game by having the first student come up, choose a pattern, and start drawing.
 - The game should continue until all the patterns have been drawn.

-If the two teams are tied, the teacher should do a tie-breaker round by bringing a student up from each team, showing them the same pattern, and having them draw the pattern on separate areas of the board.

-The first team who guesses the pattern correctly wins the tie-breaker round and the competition. The teacher should make the final decision.

Apply:

-The teacher should have students return to their seats and hang up the K. W. L. Chart.

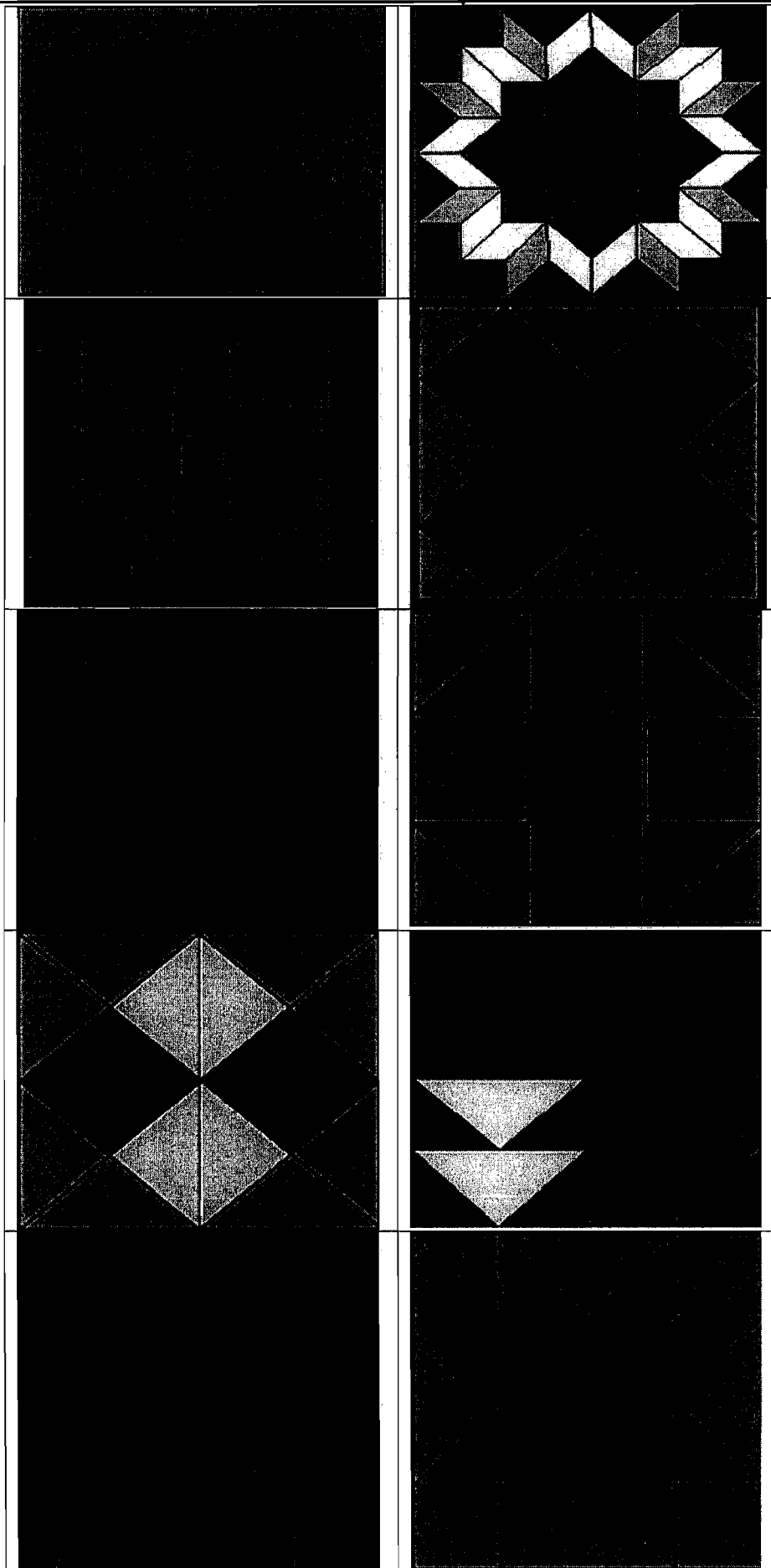
-Then the teacher should ask the students to read through the W-"What do we want to know about quilts and the Underground Railroad?" portion of the K. W. L. chart and see if they can now answer any of their questions.

-The students should raise their hands if they have a response and the teacher should record their answers on the L-"What we learned about quilts and the Underground Railroad" portion of the K. W. L. chart.

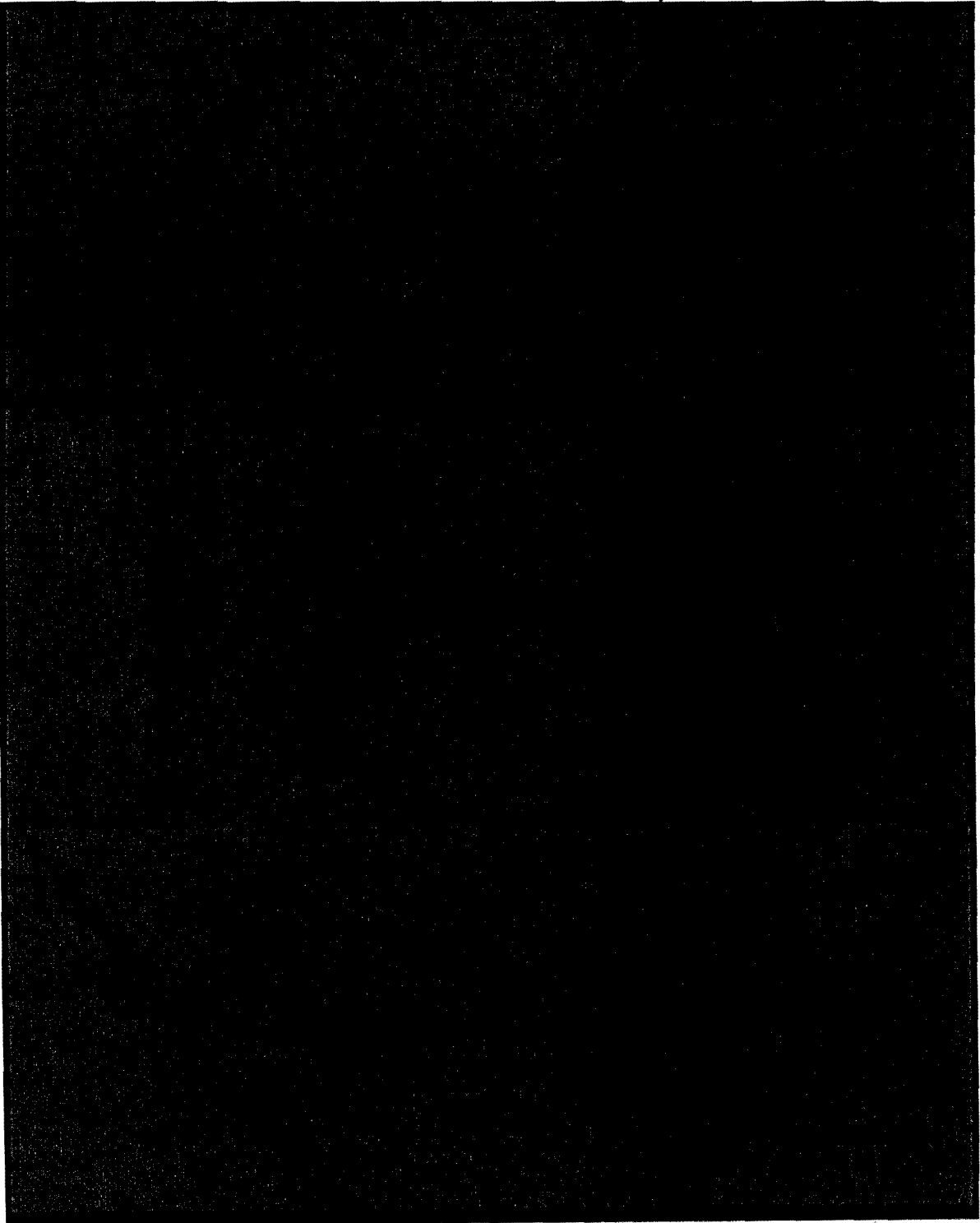
-Then the teacher should ask the students what else they learned about quilts and the Underground Railroad and record these responses of the L-portion of the K. W. L. chart as well.

-This activity helps the students synthesize their knowledge and see if they learned the answers to any of their previous questions. If the questions still had not been answered, then the teacher might assign extra credit to a student who researches the topic and writes a paper discussing the answers to the questions.

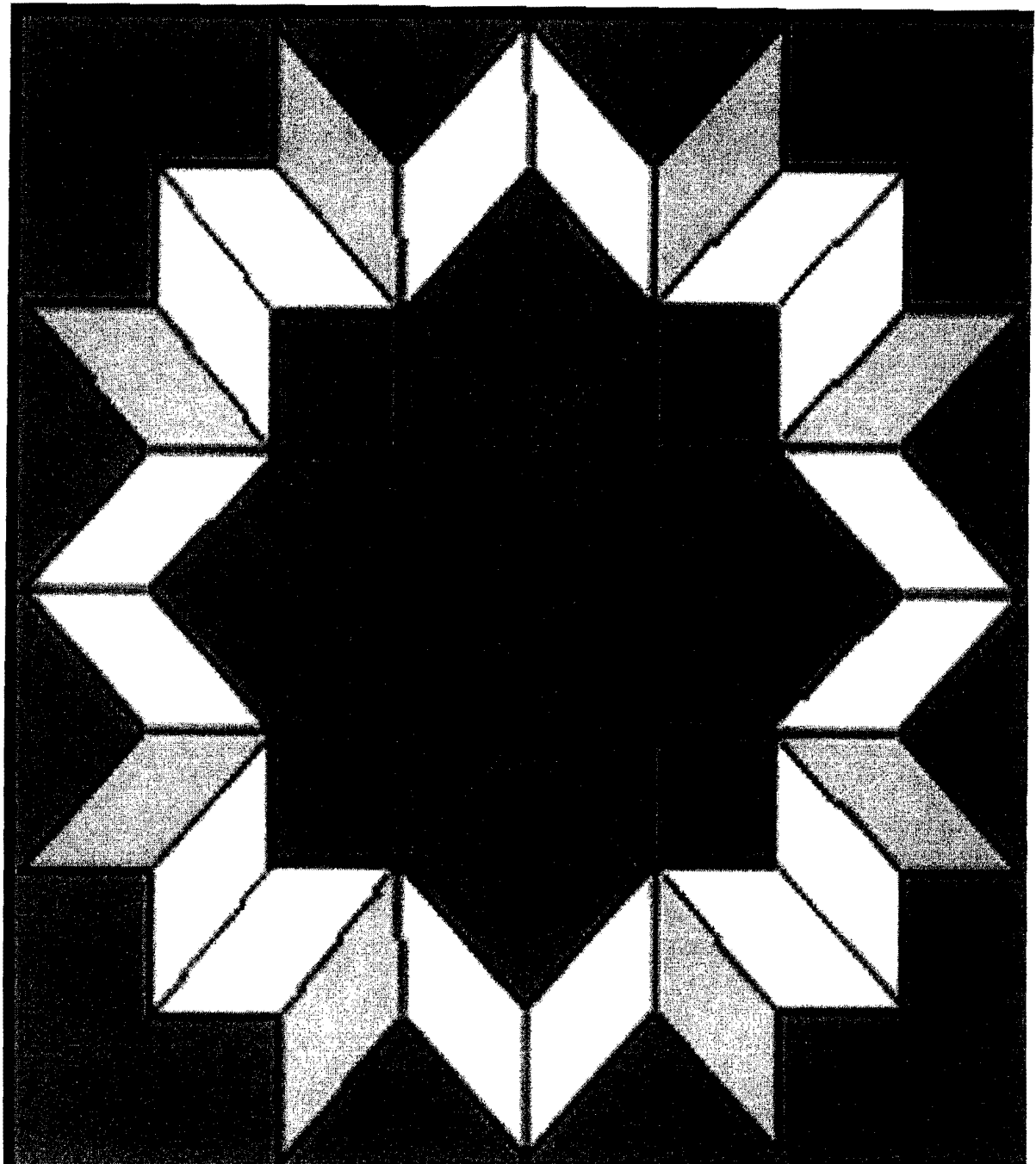
Quilt Pattern Pictures for Pictionary Game in Lesson Plan Two



Large Scale Quilt Patterns To Use In Lesson Plan Two
Teacher should cut out pattern and write each pattern's name
and function on the back of the pattern.

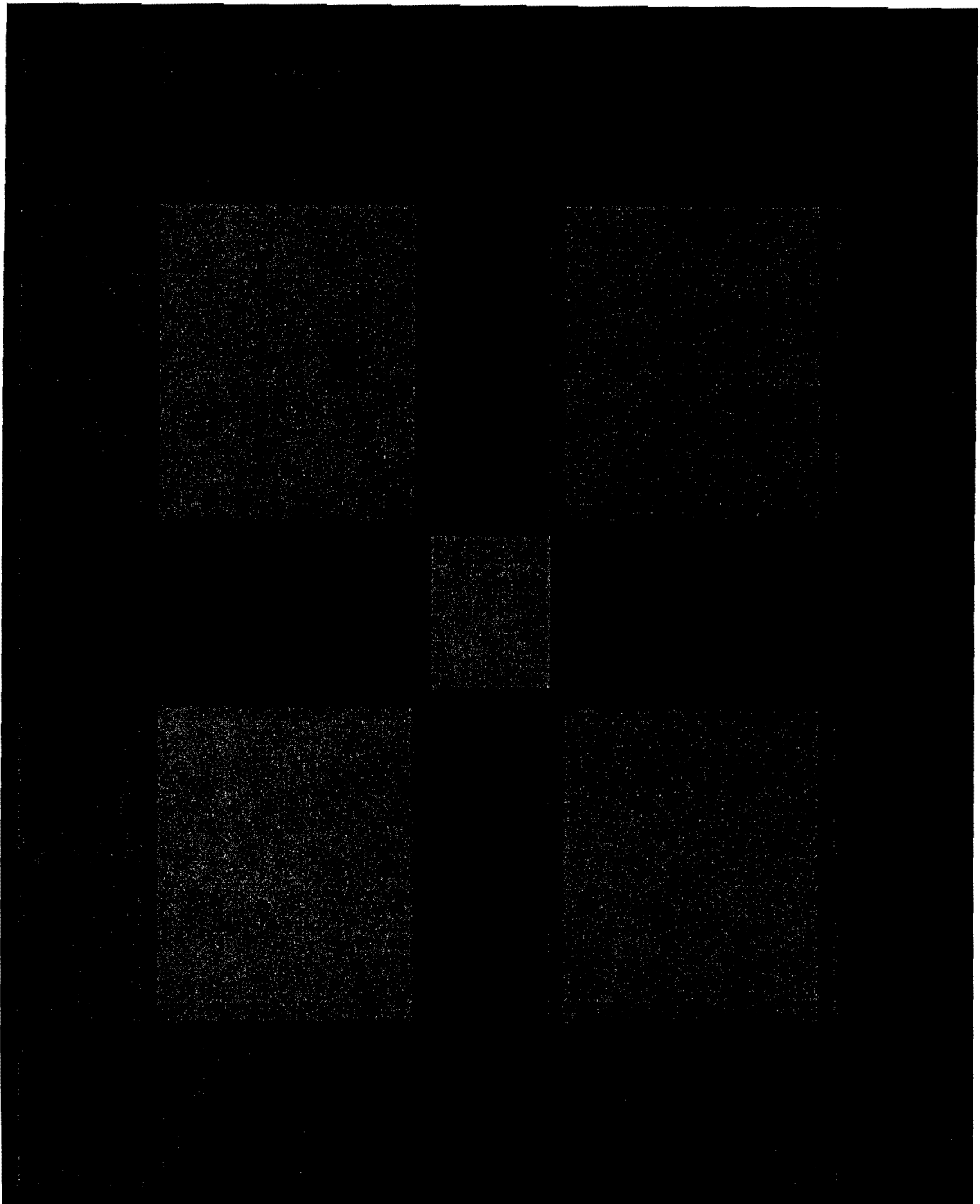


The Monkey Wrench Pattern
Function: Told slaves to gather their tools.



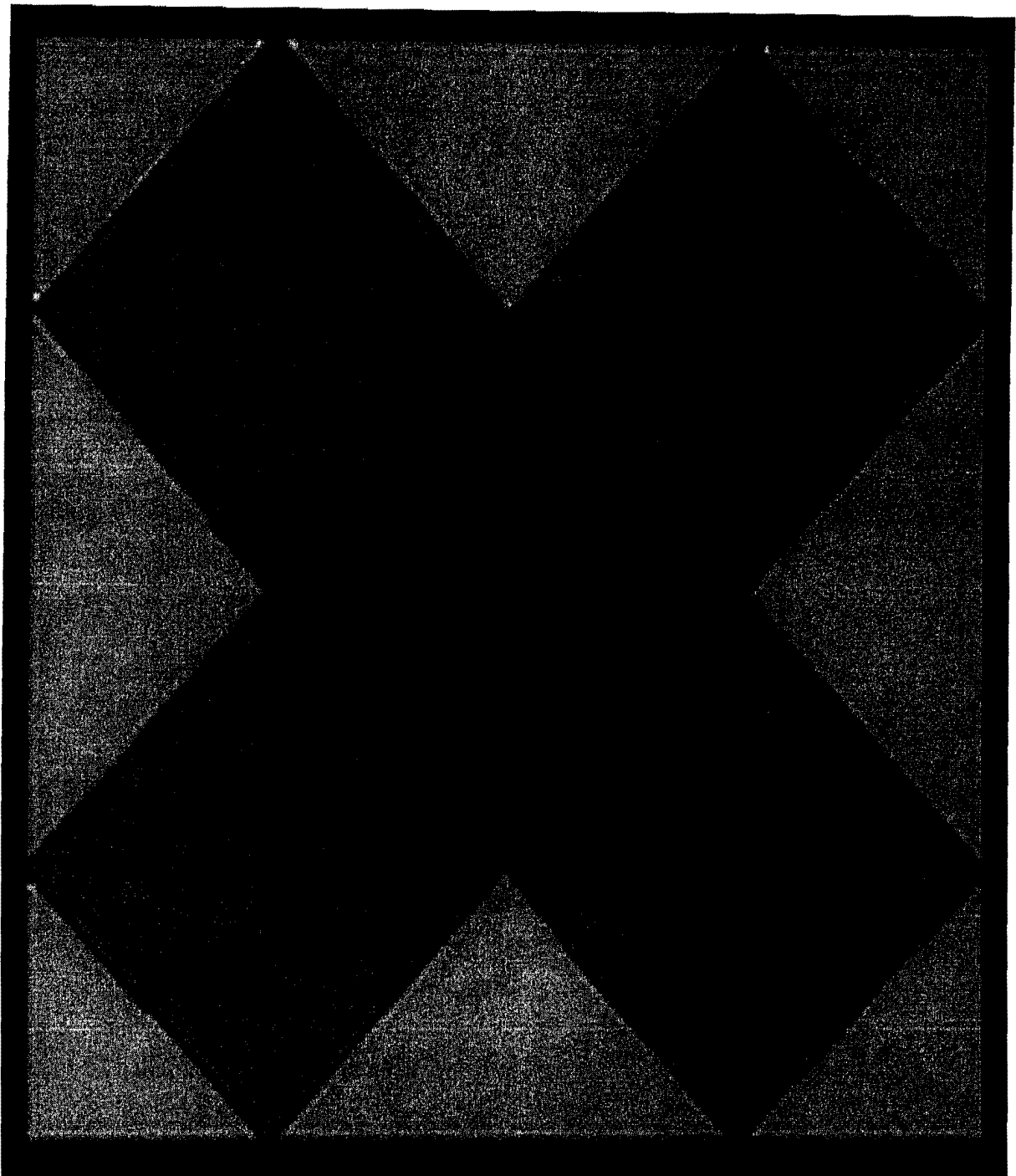
The Wagon Wheel Pattern

Function: Alerted slaves to pack up supplies they might need on their journey like they were packing up a wagon.



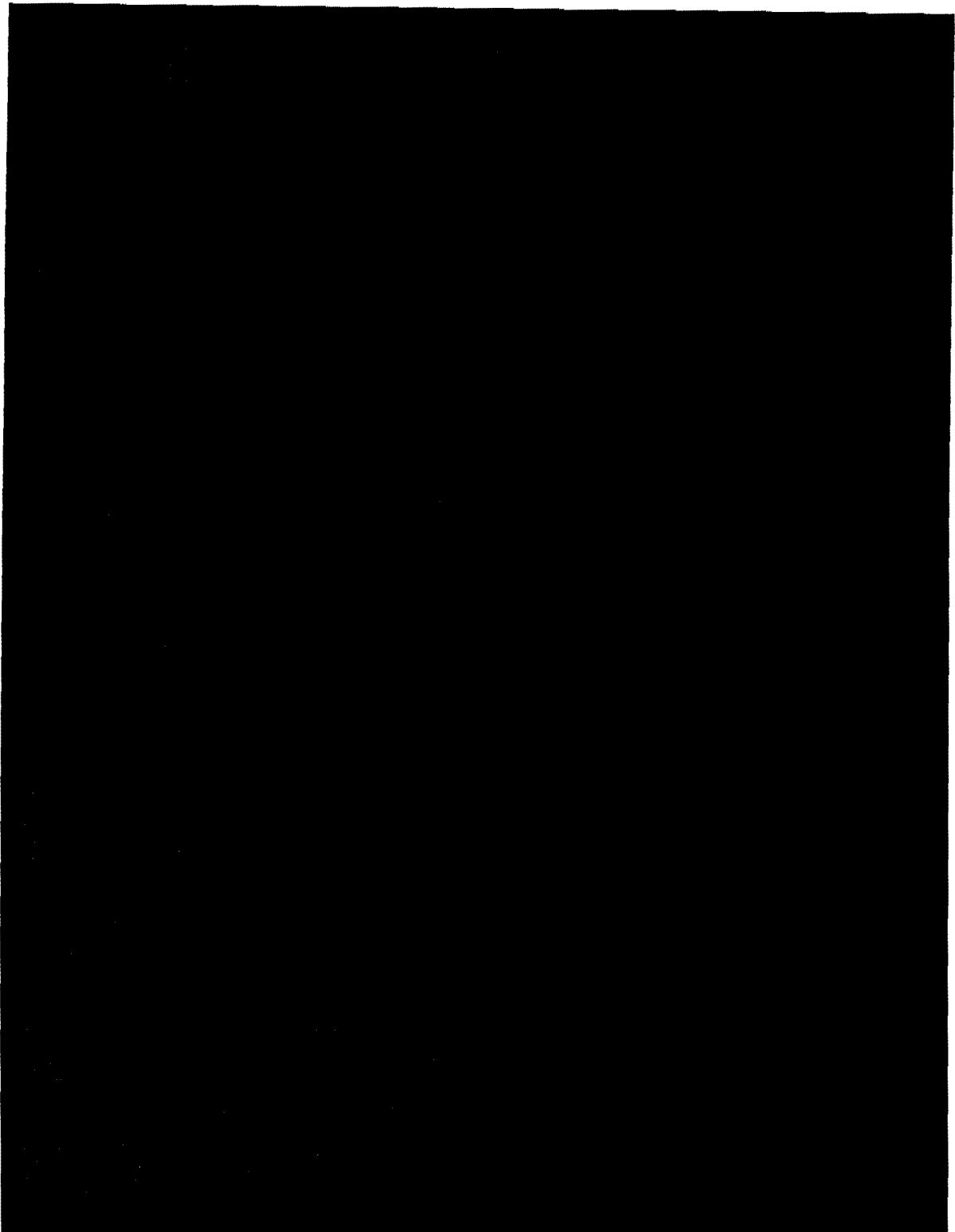
The Bear's Paw Pattern

Function: Told slaves to follow the bear's trails over the Appalachian mountain range on their journey to freedom.



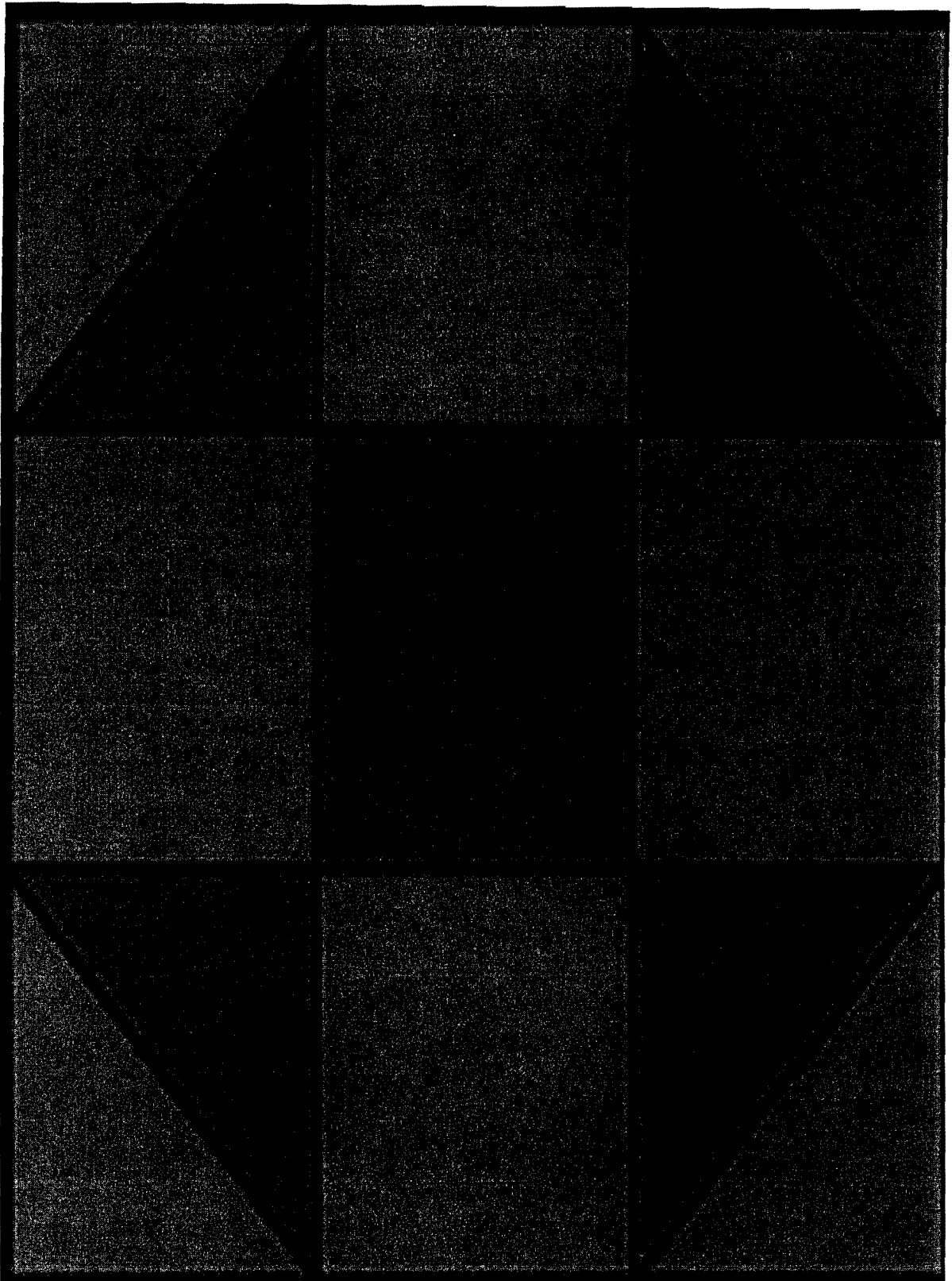
The Crossroads Pattern

Function: Slaves should make their way to Cleveland, Ohio, where they could choose between 4-5 trails to lead them to freedom.



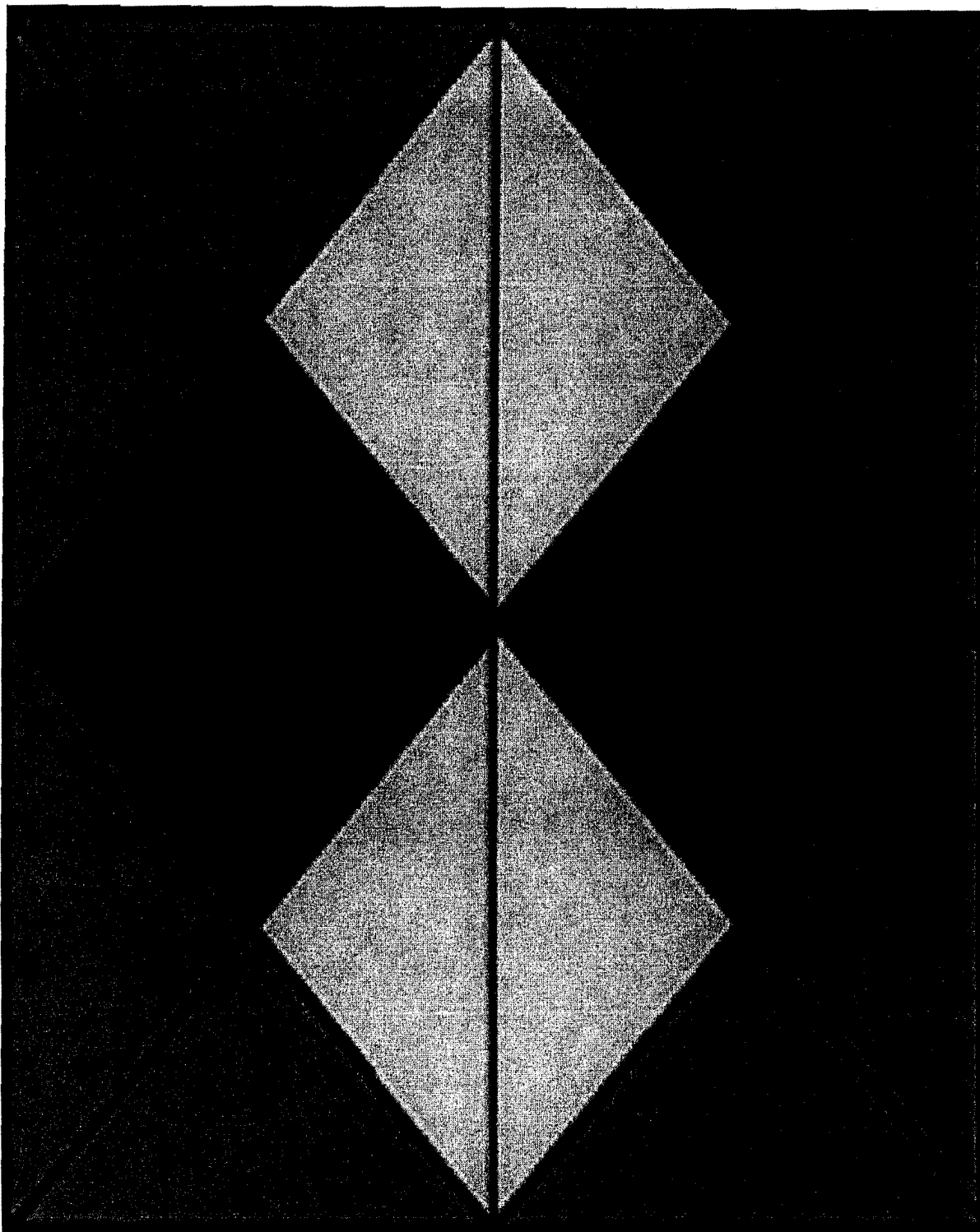
The Log Cabin Pattern

Function: Slaves should either draw this pattern in the dirt for a conductor on the Underground Railroad to see or look for a quilt displaying this pattern.



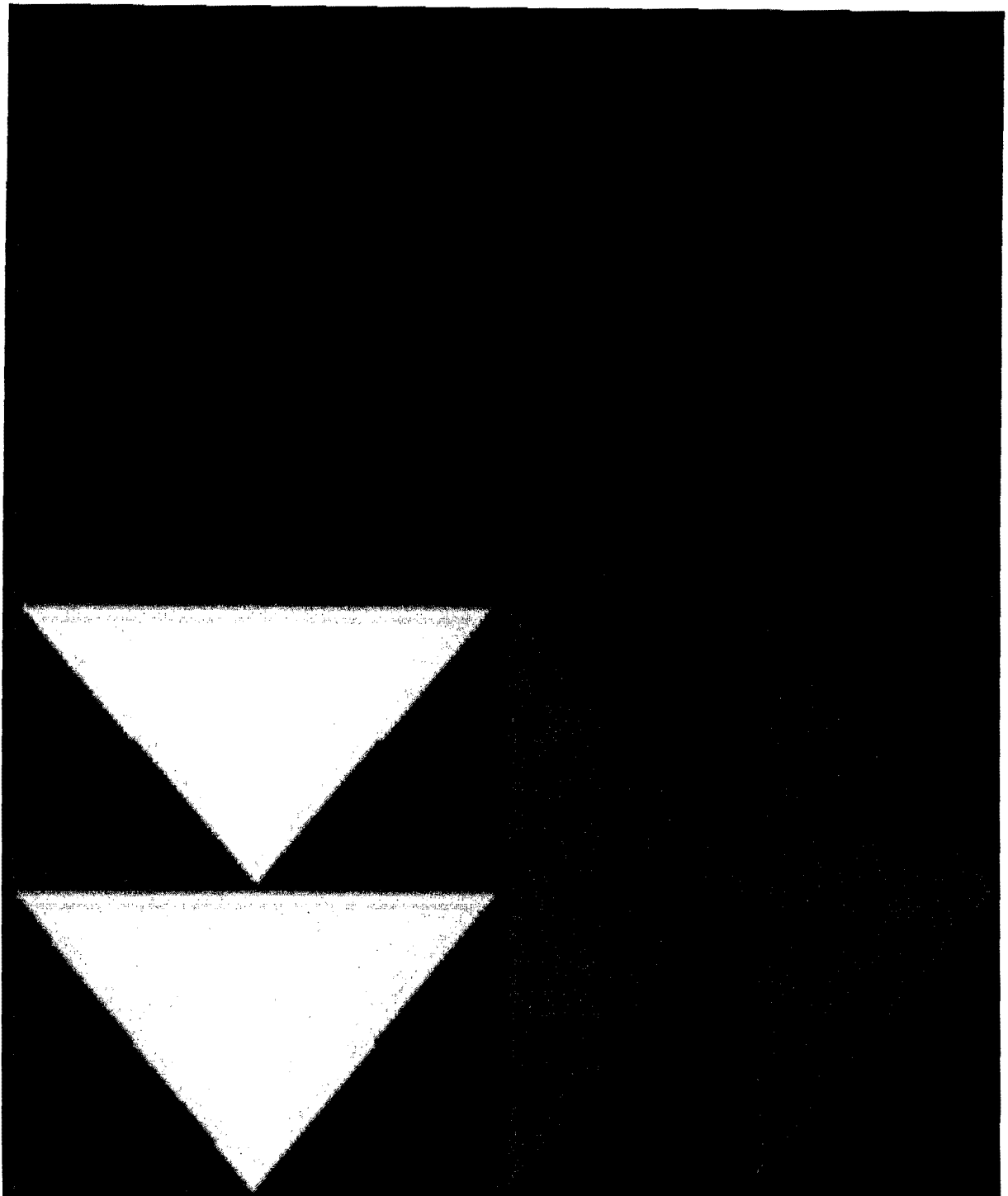
The Shoo-Fly Pattern

Function: Told slaves to look for other free blacks to help them get rid of their dirty and recognizable clothes.



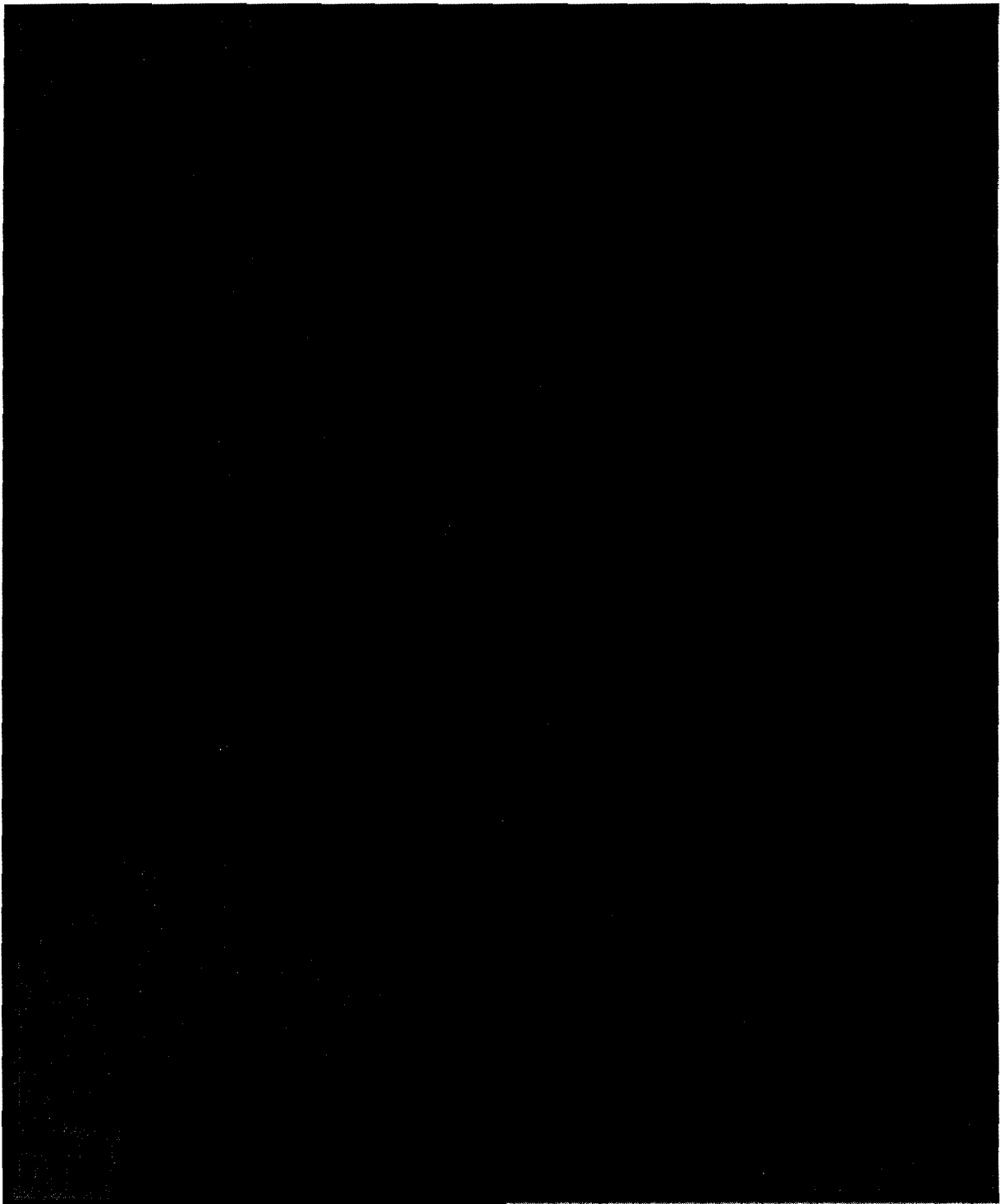
The Bow Ties Pattern

Function: Told slaves to put on new clean clothes and perhaps hide in a church until it was time for the next part of their journey.



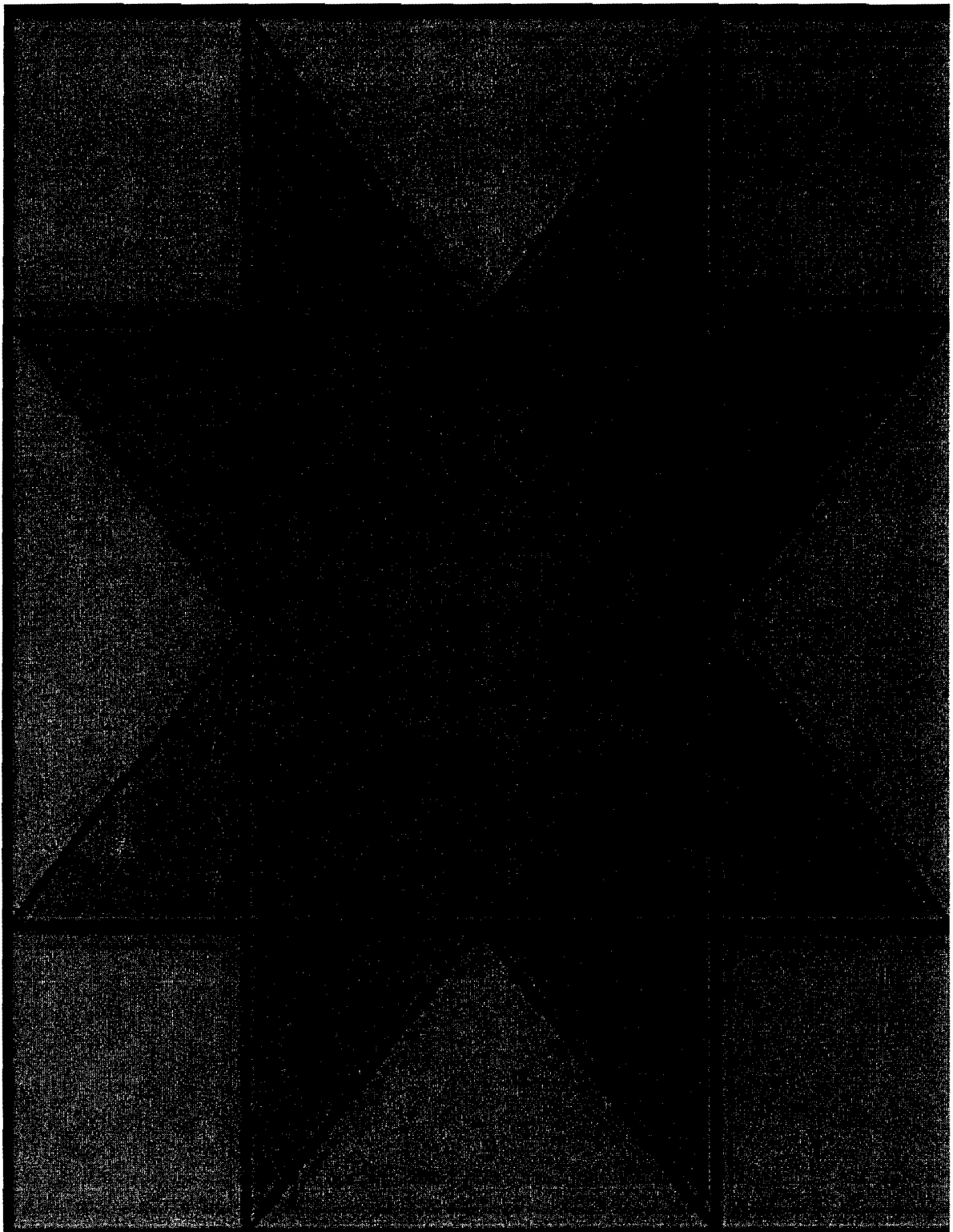
The Flying Geese Pattern

Function: Told slaves that geese fly north in the springtime and so the slaves should follow their flight paths to freedom.



The Drunkard's Path Pattern

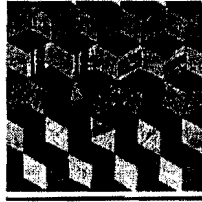
Function: Told slaves to zigzag as they traveled to confuse the master's tracking dogs.



The North Star Pattern

Function: Told slaves to always follow the North Star because it would lead them North to freedom.

Lesson Plan Three



Materials: Felt in multiple colors cut into 6 x 6 inch squares, large block of felt, straight pins, Elmer's or fabric glue, quilt planning sheet, Show Way, The Secret to Freedom, The Patchwork Path, rulers, and markers.

Objectives: Students will use their knowledge of Show-Way quilts to choose a pattern and create a felt quilt square that will be used for a class quilt.

Indiana State Standards:

CREATING ART: Production

Standard 7

Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.

Indicator 4.7.2: Create a work that communicates personal ideas, experiences, or emotions.

Indicator 4.7.3: Identify and use a variety of symbols and subject matter that clearly communicates ideas.

Standard 8

Students understand and apply elements and principles of design effectively in their work.

Indicator 4.8.2: Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, tints, and shades) lines (characteristics, quality), textures (tactile and visual) and space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.

Standard 9

Students develop and apply skills using a variety of two-dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

Indicator 4.9.2: Identify and control different media, techniques, and processes to effectively communicate ideas, experiences, and stories including:

DRAWING:

Media: pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals

Processes: contour line, rendering, sketching, value, shading, crosshatching

FIBERS:

Media: cloth, yarn, ribbon, found objects, paper, reeds, rope

Processes: pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry

Teach:

- The teacher should refresh their minds about The Patchwork Path
- Then, the teacher should activate prior knowledge by asking them: ---
- What was the purpose of Show-Way quilts in the Underground Railroad?
- How many patterns were there?
- How did these quilts go undetected by the slaves' masters?
- How did the slaves display the quilts and learn the meanings of the patterns?
- How were the Show-Way quilts made?
- If necessary, the teacher should communicate that: Show-Way quilts were sewn by slaves from what fabric they could find or steal. They were made to look like regular blanket quilts as to not make the masters suspicious.
- Then the teacher should show the students picture examples of Show-Way quilts in their completed forms and pass them around.
- The teacher should explain to the students that they are not going to make ten different quilts with one pattern on each one. They are going to make one Show-Way quilt out of felt that repeats the ten-pattern quilt code three times. (If the class contains twenty students or less, the code should repeat twice.)

Practice:

- The first step in the process is for each student to choose which quilt square they would like to replicate.
- The teacher should have the patterns and their names displayed on the board with a sign up sheet underneath.

- Then the teacher should call small groups of students up and have them sign up for the quilt pattern of their choice.
- If the quilt is repeating the pattern three times, a maximum of three students can sign up for each pattern. If the pattern is repeating twice, a maximum of two students can sign up for each pattern.
- As soon as a student signs up for a pattern, they should retrieve a quilt planning sheet (template included) and a paper copy of their pattern from the teacher.
- The students should then use markers, colored pencils, or crayons to create a plan for their felt quilt square on their quilt planning sheet.
- When their paper plan is finished, they should turn it into the teachers for approval.
- If the teacher approves the quilt planning sheet, the students can start creating their felt quilt square.

Apply:

- There are several steps to completing a felt quilt square.
- The teacher should model this process for the students including the cutting of the felt pieces and the pinning process.

Steps:

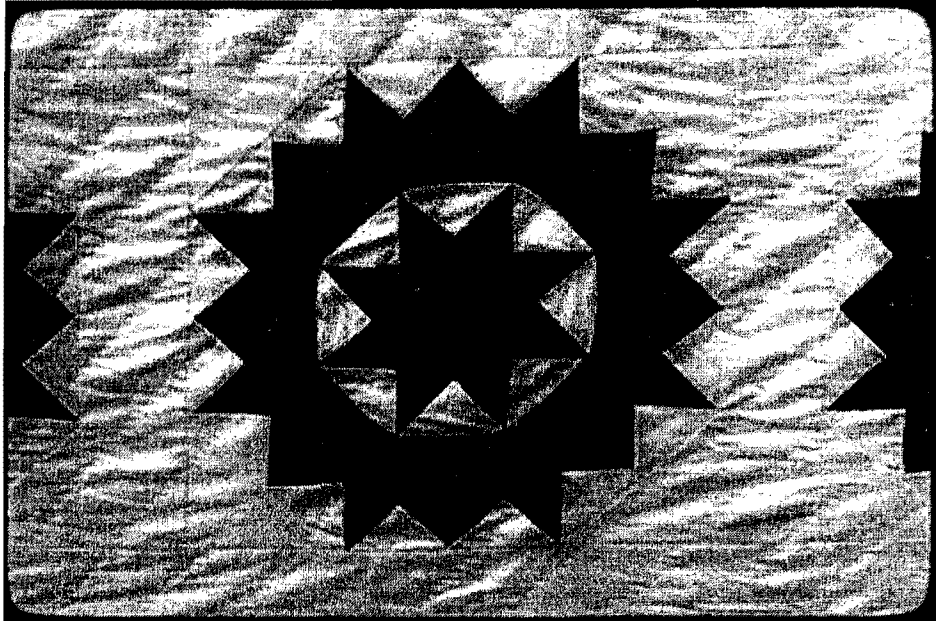
1. Students choose a 6 x 6 inch felt square for their background color.
 2. Then the student chooses two colors of felt to make the pattern and should get pieces of felt in that color.
 3. The student should also grab a handful of straight pins to pin the quilt pattern onto the background square.
 4. Then, the student cuts the two colors of felt in the configuration of their pattern and pins it to the background square.
 5. When finished, the student should raise their hand and have the teacher look at the completed quilt square.
 6. If the quilt square closely resembles the original pattern, then the student may remove the pins and glue the felt pieces to the background square.
- Once all students have completed their felt squares, the teacher has several options.
 - At the bare minimum, the teacher should arrange the quilt squares in the order of Ozella's quilt code by either repeating the pattern three times or two times on a very large block of felt.

- The teacher should pin quilt squares down and glue them to the large block of felt.
- This process will produce a very basic Show-Way quilt.
- Yet, I might recommend adding some decorative details to make the quilt visually appealing and more structurally sound.
- Sewing a blanket stitch around the large block of felt's edge will keep the felt from falling apart and add a nice decorative border.
- Another way to make the quilt more durable is to sew "ties" in each of the quilt squares in the corners and the middle. This method is a quilting tradition and may have even been used in Show-Way quilts.
- A decorative detail that a teacher could add would be to give the quilt a title and put this title on the quilt by writing it in puff paint or cutting out the title in felt, gluing it down, and sewing ties in the letters to make it more durable.
- Finally, a fun decorative detail that a teacher could add to the quilt would be to have the students sign it in puff paint. They could either sign by the quilt square(s) that they contributed or the teacher could designate an area where all the students sign together. This lets students leave their personal mark on the quilt and can make the quilt more visually appealing.
- These are just a few suggestions on how a Show-Way quilt can be "dressed up" and made more durable. Ultimately, the final format of a Show-Way quilt is the choice of the teacher and their classroom.

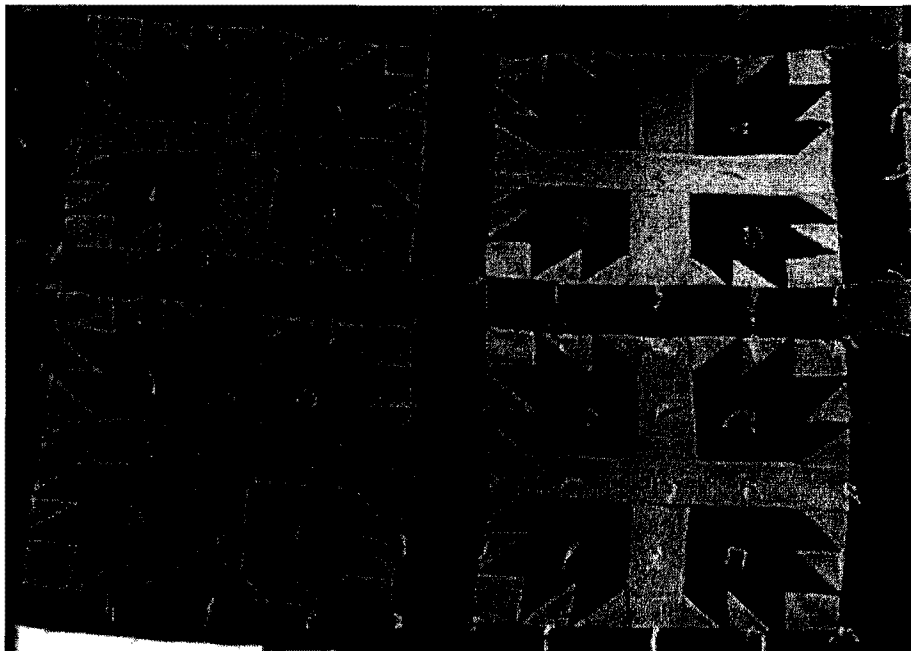
Quilt Planning Sheet

Draw your plan for your felt quilt square in the box below.

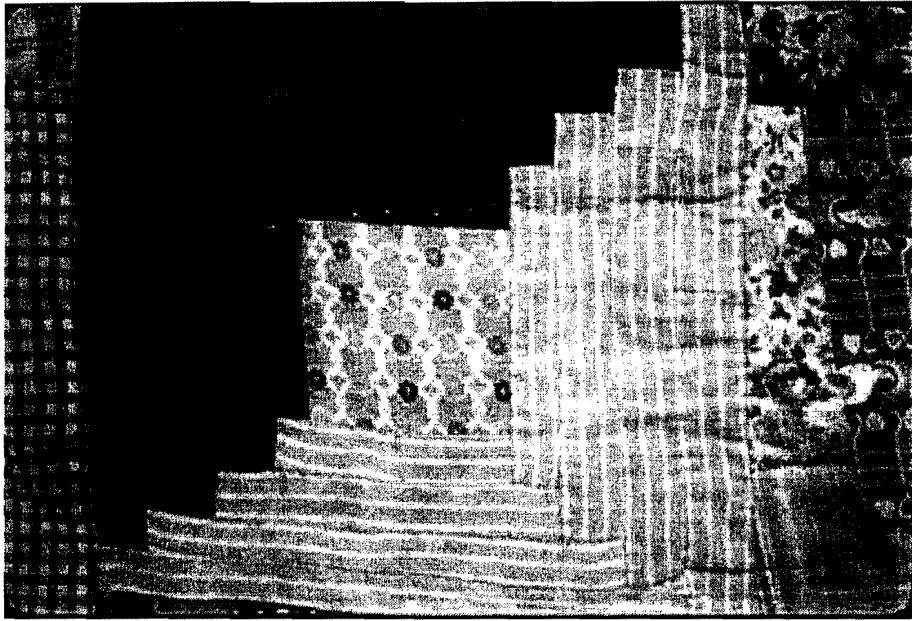
Pictorial Examples of Quilts Made With the Patterns of
Ozella's Quilt Code from Lesson Plan Two



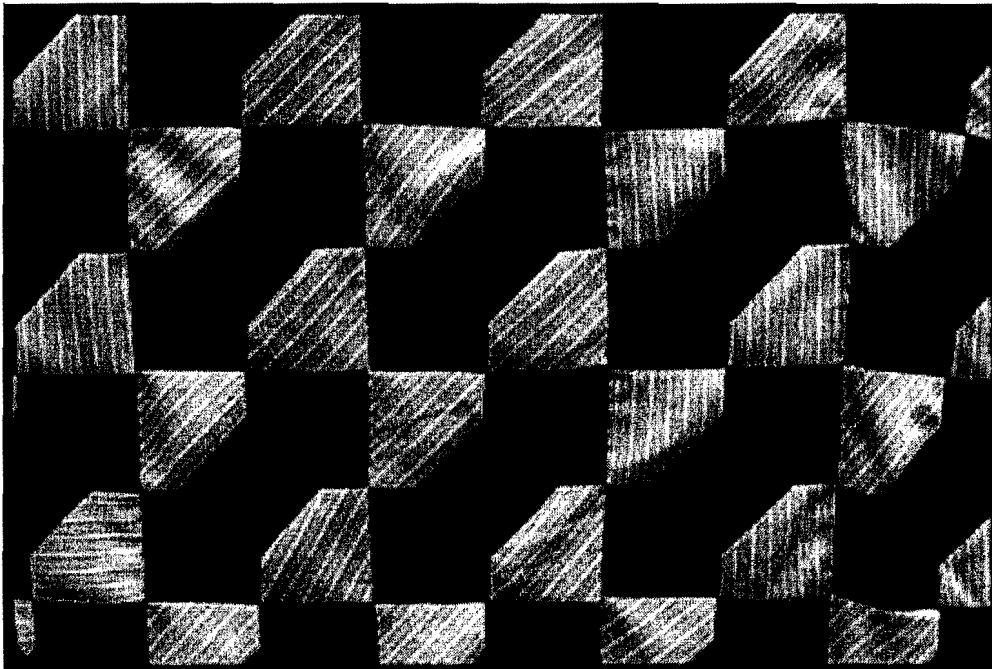
The Wagon Wheel Pattern



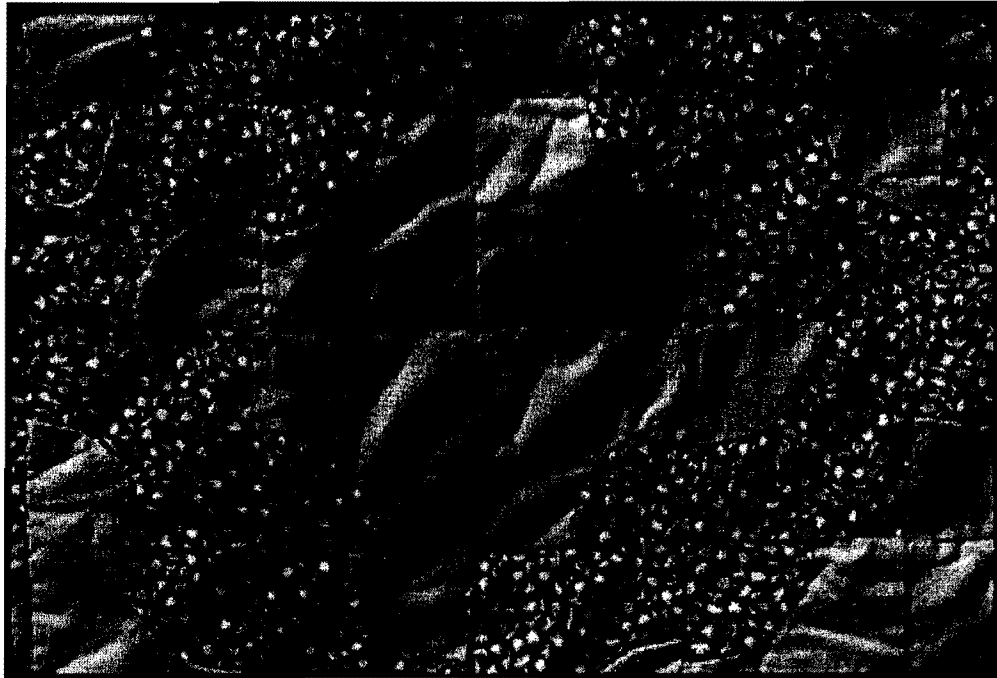
The Bear's Paw Pattern



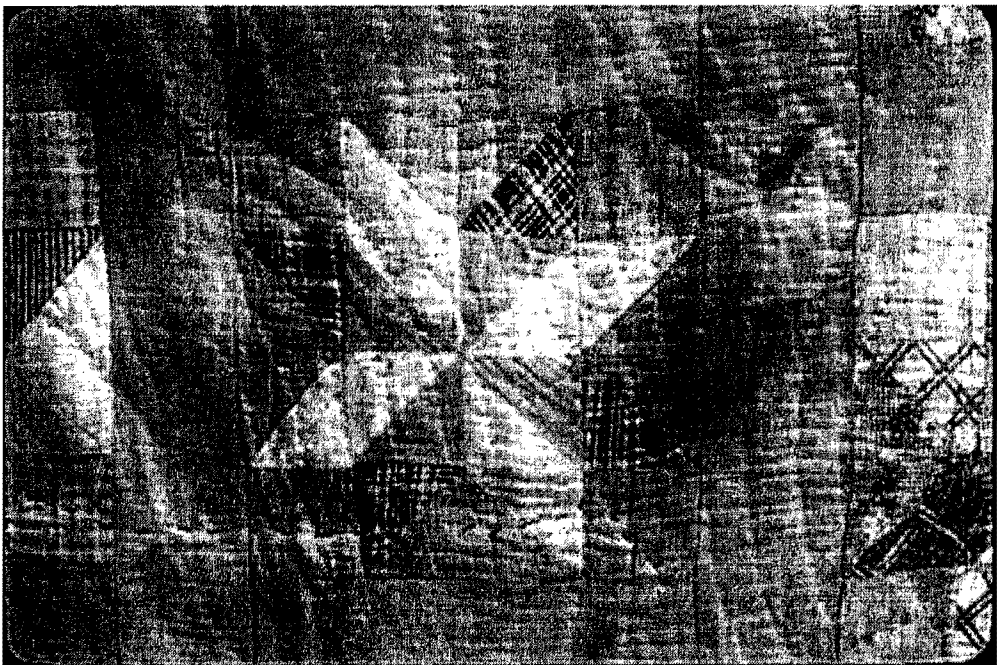
The Log Cabin Pattern



The Tumbling Blocks Pattern

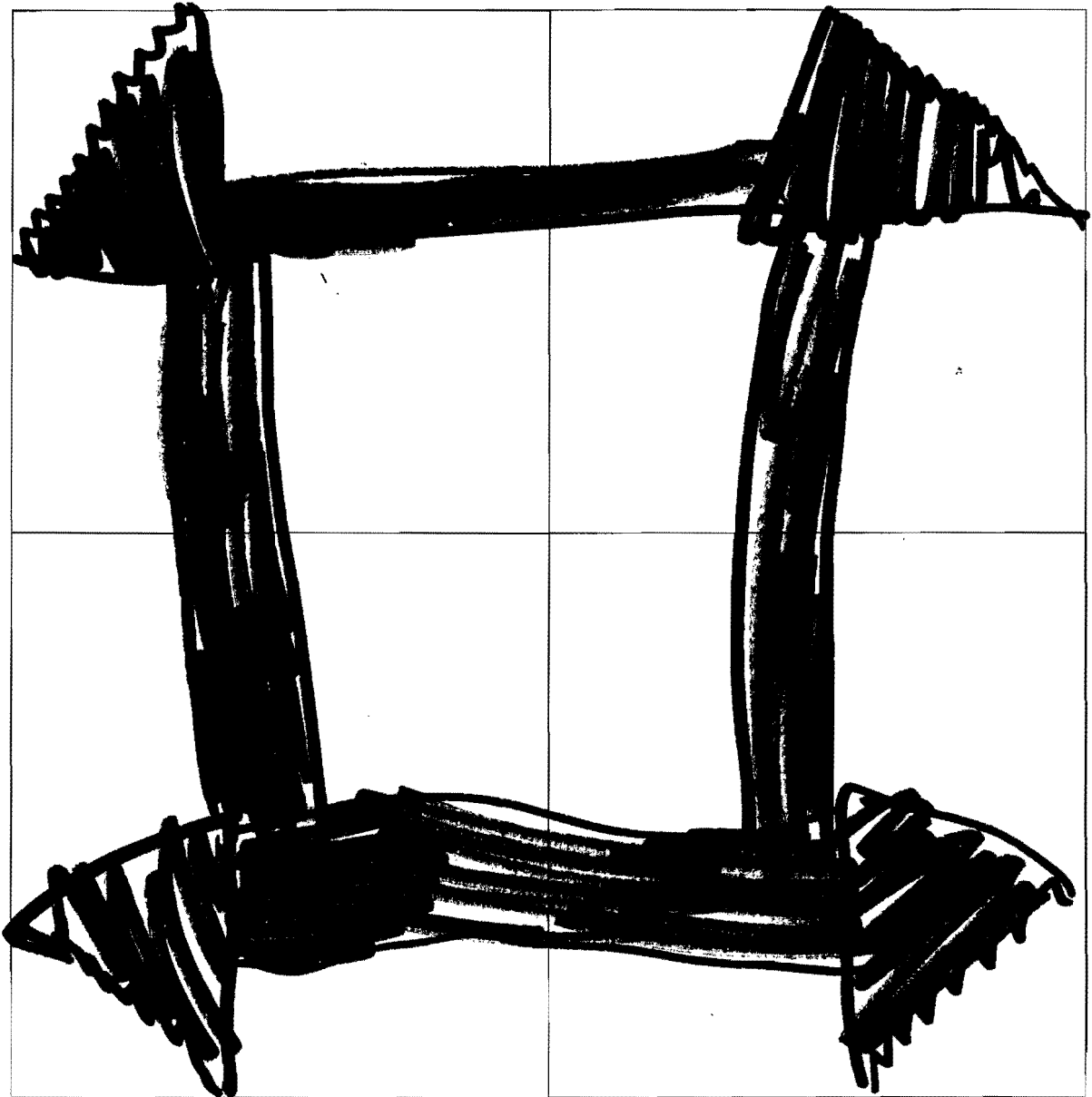


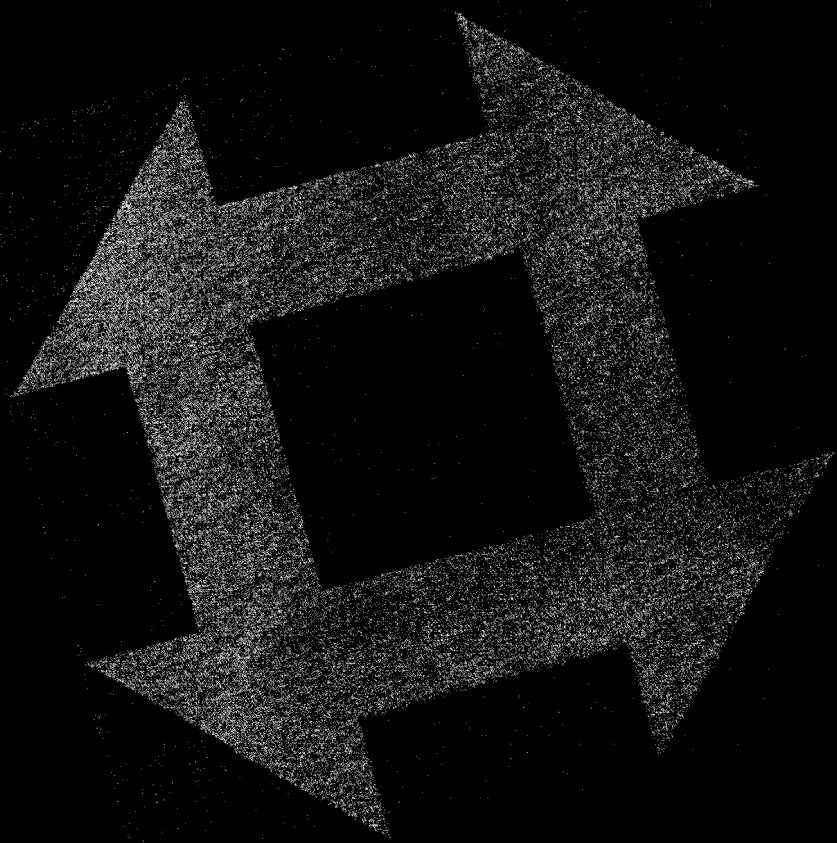
The Drunkard's Path Pattern



The North Star Pattern

CREATE YOU FAVORITE 4 BLOCK QUILT PATCH





Lauren and her
monkey wrench
pattern!

